

# **REMEDIATION**

## Higher Education's **Bridge to Nowhere**

Remediation is a broken system.  
There's a better way — start many more students  
in college courses with just-in-time support.

**COMPLETE COLLEGE** AMERICA

## REFORMERS WHO LEAD IT

In our groundbreaking September 2011 report, *Time Is the Enemy*, Complete College America applauded “Governors Who Get It.” And they deserve our thanks once again for the data necessary to determine the findings that follow.

Our greatest appreciation, however, must be reserved for impatient reformers who have toiled and innovated, often without the recognition they deserve, in community colleges, colleges, and universities across America. They are faculty and researchers who share extraordinarily important characteristics: intolerance for failure and the courage to change.

If not for their willingness to see the truth in the data and to reject broken methods and long-held beliefs, a clear path forward would still be unknown. If not for their years of hard work and accomplishment, proven approaches that enable success for unprepared college students could not be recommended today. They were working simply to help save their students’ dreams.

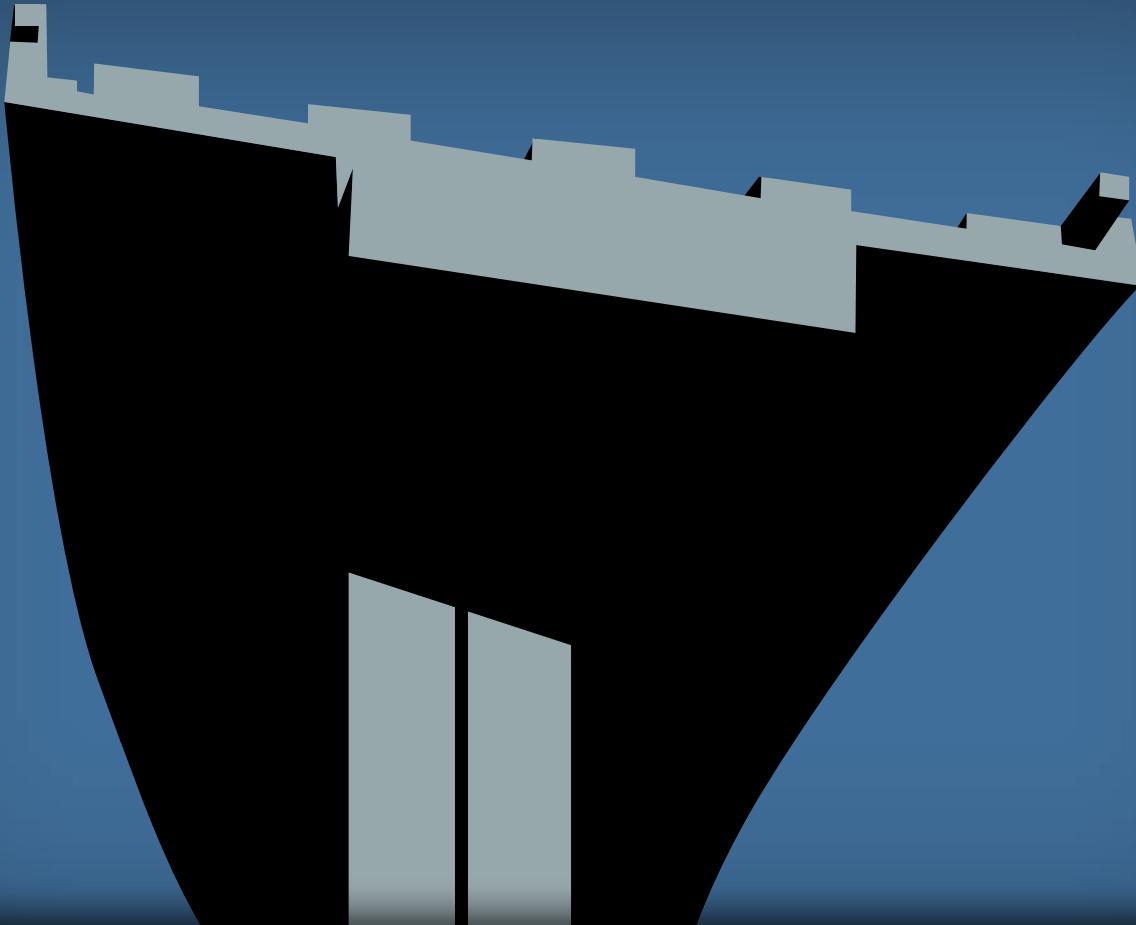
In college completion, Complete College America has discovered governors who get it. In the essential work of ending remediation as we know it, these are some of the reformers who lead it. We thank them and look forward to finding more of their colleagues in arms.

- Peter Adams  
*Director, Accelerated Learning Project, Community College of Baltimore County*
- William Adams, Debra Franklin, Denny Gulick, Frances Gulick, and Elizabeth Shearn  
*Department of Mathematics, University of Maryland at College Park*
- Tom Bailey and Davis Jenkins  
*Director and Senior Researcher, respectively, Community College Research Center, Teachers College, Columbia University*
- Tristan Denley  
*Provost and Vice President for Student and Academic Affairs, Austin Peay State University, Tennessee*
- Tom deWit and Sean McFarland  
*Co-Directors, Acceleration in Context*
- Katie Hern and Myra Snell  
*Director and Math Lead, respectively, California Acceleration Project*
- James Rosenbaum  
*Professor of Sociology, Education and Social Policy, Institute for Policy Research, Northwestern University*
- Uri Treisman, Jenna Cullinane, and Amy Getz  
*Director, Higher Education Policy Lead, and New Mathways Project Lead, respectively, Charles A. Dana Center, Mathematics Department, University of Texas at Austin*
- Selina Vasquez Mireles  
*Director, Center for Mathematics Readiness, Texas State University-San Marcos*

SPECIAL NOTE: We are very interested in identifying and spotlighting more successful innovations and reforms. Please let us know.



[www.completecollege.org](http://www.completecollege.org)



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# **It's time to close the Bridge to Nowhere.**

The intentions were noble. It was hoped that remediation programs would be an academic bridge from poor high school preparation to college readiness — a grand idea inspired by our commitment to expand access to all who seek a college degree.

Sadly, remediation has become instead higher education's "Bridge to Nowhere." This broken remedial bridge is travelled by some 1.7 million beginning students each year, most of whom will not reach their destination — graduation.<sup>1</sup> It is estimated that states and students spent more than \$3 billion on remedial courses last year with very little student success to show for it.<sup>2</sup>

While more students must be adequately prepared for college, this current remediation system is broken. The very structure of remediation is engineered for failure.

**It's not that students don't pass remedial courses, they do: It's that 30 percent don't even show up for the first course or subsequent remedial courses — and, amazingly, 30 percent of those who complete their remedial courses don't even ATTEMPT their gateway courses within two years.<sup>3</sup>**

To fix this, we must first commit ourselves to close every possible exit ramp. By doing so, we will eliminate all opportunities to lose students along the way, saving precious time and money.

**Remediation is a classic case of system failure:**



**DROPOUT EXIT RAMP #1:  
Too many students start in remediation.**

More than 50 percent of students entering two-year colleges and nearly 20 percent of those entering four-year universities are placed in remedial classes.

Frustrated about their placement into remediation, thousands who were accepted into college never show up for classes. With so many twists and turns, the road ahead doesn't seem to lead to graduation.

**Can an "open access" college be truly open access if it denies so many access to its college-level courses?**



**DROPOUT EXIT RAMP #2:  
Remediation doesn't work.**

Nearly 4 in 10 remedial students in community colleges never complete their remedial courses.

**Research shows that students who skip their remedial assignments do just as well in gateway courses as those who took remediation first.**

Never wanting to be in a remedial class in the first place and often feeling that they'll never get to full-credit courses, too many remedial students quit before ever starting a college class.



**DROPOUT EXIT RAMP #3:  
Too few complete gateway  
courses.**

Having survived the remediation gauntlet, not even a quarter of remedial community college students ultimately complete

college-level English and math courses — and little more than a third of remedial students at four-year schools do the same.



**DROPOUT EXIT RAMP #4:  
Too few graduate.**

Graduation rates for students who started in remediation are deplorable: Fewer than 1 in 10 graduate from community colleges within three years and little more than a third complete bachelor's degrees in six years.

## **THE BIG IDEA:** Start in college courses with support.

### **Students need a CLEAR PATH to graduation day.**

The concept makes common sense. Instead of wasting valuable time and money in remedial classes for no credit, students have been proven to succeed in redesigned first-year classes with built-in, just-in-time tutoring and support. Imagine an English or Math 101 class that meets five days a week instead of just three times. Three days a week the students receive the regular instruction and the other two they get embedded tutoring.

### **Extra academic help becomes a co-requisite, not a prerequisite.**

Institutions that have used this approach have seen their unprepared students succeed at the same rates as their college-ready peers. And best practices have demonstrated that as many as half of all current remedial students can succeed this way. With results like these, it's long past time to take this reform to scale.

Some will say this approach may work for those who just need minimal academic help, but that's not true. Students who are further behind should still be placed in full-credit courses with built-in support but should take the courses over two semesters instead of one. And those who seek to attend a community college with what amounts to little more than a basic understanding of fractions and decimals should be encouraged to enroll in high-quality career certificate programs that embed extra help in the context of each course and lead to jobs that pay well.

When higher education's Bridge to Nowhere is finally closed for good, it is true that some may still be lost. But nearly all of these students disappear today.

College students come to campus for college, not more high school. Let's honor their intentions — and refocus our own good intentions to build a new road to student success.

1 National Center for Education Statistics. (2010). *Digest of Education Statistics*. Table 241.

2 Alliance for Excellent Education. (May 2011). *Saving Now and Saving Later: How High School Reform Can Reduce the Nation's Wasted Remediation Dollars*.

3 Jenkins, D., Jaggars, S.S., & Roksa, J. (November 2009). *Promoting Gatekeeper Course Success Among Community College Students Needing Remediation: Findings and Recommendations from a Virginia Study (Summary Report)*. Community College Research Center, Teachers College, Columbia University, pp. 2-3.

# METHODOLOGY

The data presented in this report were provided by the 33 participating states themselves, using the Complete College America/National Governors Association Common Completion Metrics. National findings in each category were based on the calculated medians of the state data.

More than 10 million students enroll in public institutions annually in the states whose data

are captured in these findings — a clear majority of American students in public colleges and universities today. While we recognize that there may be some variance in the data higher education institutions provided to their states, the significant number of students represented means that the most alarming trends can be traced across all of the states represented in these findings.

## About the Common Completion Metrics

Common metrics — uniformly designed and applied — help us frame our data collection to be most useful for driving change. Moreover, adopting and reporting common metrics unifies us in a shared goal and communicates our commitment to doing the hard work necessary to bring about improvement.

In July 2010, the National Governors Association (NGA) adopted the Complete College America Common Completion Metrics in announcing its

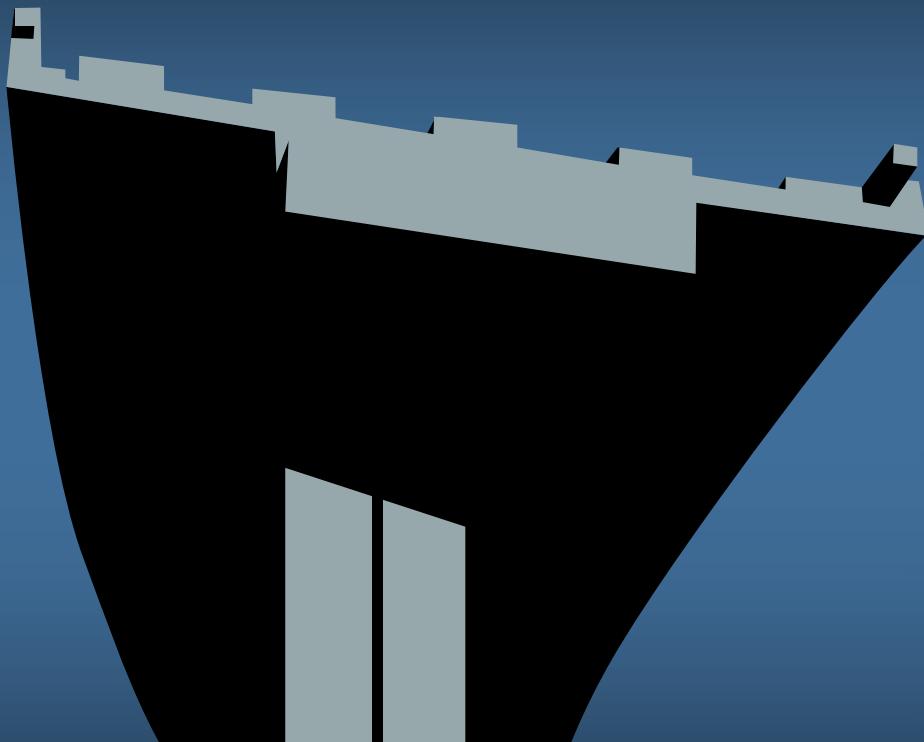
“Complete to Compete” initiative, placing the metrics at the core of NGA’s call to governors to make college completion a priority. This significant action signaled a new national focus on the importance of consistent data to document the progress and success of postsecondary students across all states.

For more information on the Common Completion Metrics and the companion Technical Guide, please visit [www.completecollege.org](http://www.completecollege.org).

## Governors Who Get It

These leading governors are owed our appreciation once again. First, they made *Time Is the Enemy* possible, allowing us to deliver the most comprehensive review ever of the state of American higher education. And now, these same chief executives have enabled us to reveal a comprehensive understanding of the plight of their remedial students. While it’s true that the failure of remediation knows no border, it still takes courage to publicly acknowledge problems, especially those that have wasted so many resources. As before, we applaud these “Governors Who Get It.”

- Gov. Jan Brewer (Arizona)
- Gov. Mike Beebe (Arkansas)
- Gov. Edmund Gerald Brown, Jr. (California)
- Gov. John Hickenlooper (Colorado)
- Gov. Rick Scott (Florida)
- Gov. Nathan Deal (Georgia)
- Gov. Neil Abercrombie (Hawaii)
- Gov. C.L. “Butch” Otter (Idaho)
- Gov. Pat Quinn (Illinois)
- Gov. Mitch Daniels (Indiana)
- Gov. Stephen L. Beshear (Kentucky)
- Gov. Bobby Jindal (Louisiana)
- Gov. Martin O’Malley (Maryland)
- Gov. Deval Patrick (Massachusetts)
- Gov. Mark Dayton (Minnesota)
- Gov. Haley Barbour (Mississippi)
- Gov. Jeremiah W. (Jay) Nixon (Missouri)
- Gov. Brian Sandoval (Nevada)
- Gov. John Lynch (New Hampshire)
- Gov. Susana Martinez (New Mexico)
- Gov. Bev Perdue (North Carolina)
- Gov. John Kasich (Ohio)
- Gov. Mary Fallin (Oklahoma)
- Gov. John A. Kitzhaber, MD (Oregon)
- Gov. Tom Corbett (Pennsylvania)
- Gov. Dennis Daugaard (South Dakota)
- Gov. Bill Haslam (Tennessee)
- Gov. Rick Perry (Texas)
- Gov. Gary Richard Herbert (Utah)
- Gov. Robert McDonnell (Virginia)
- Gov. Chris Gregoire (Washington)
- Gov. Earl Ray Tomblin (West Virginia)
- Gov. Matthew Mead (Wyoming)



# PART 1: Bridge to Nowhere

# Too many entering freshmen need remediation.

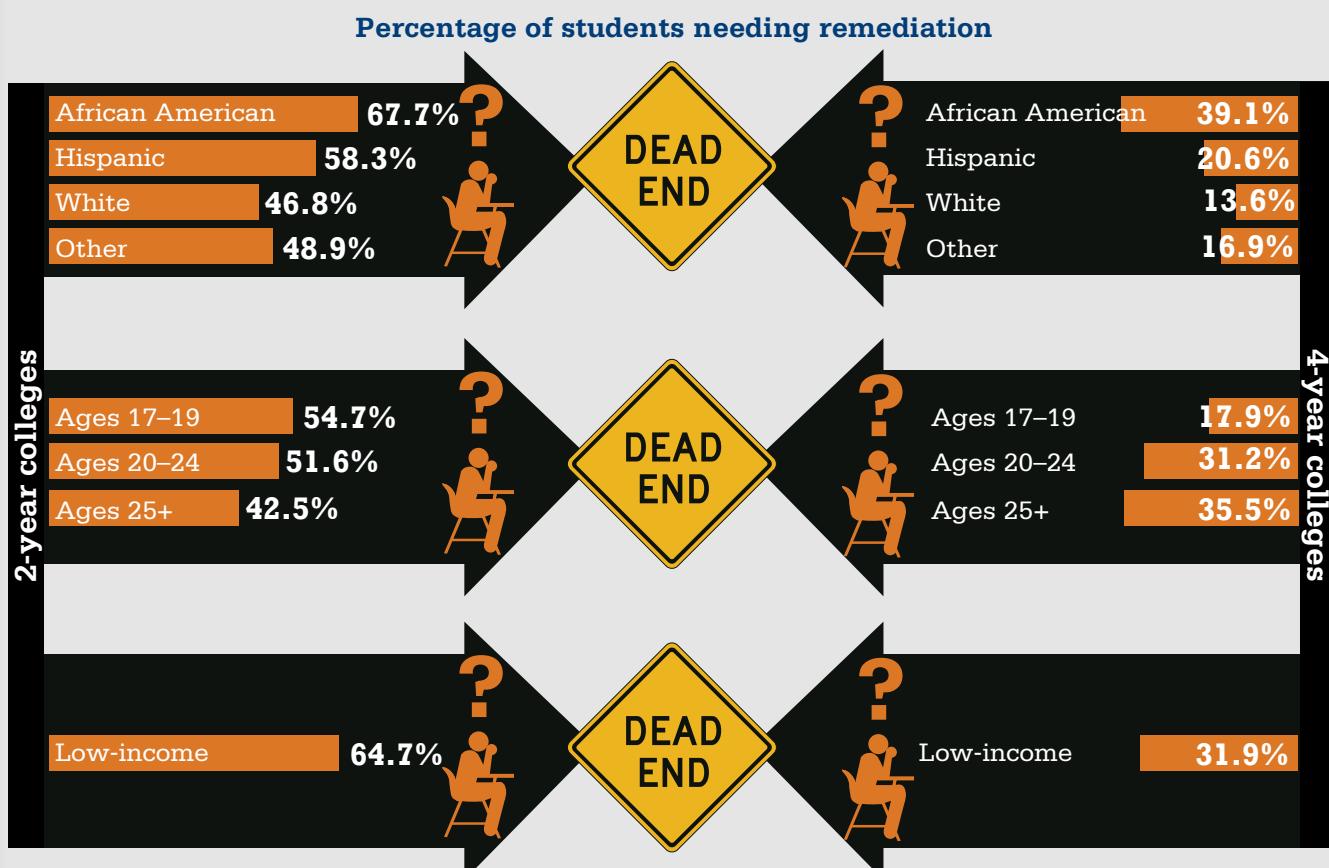
**51.7%** of those entering a 2-year college enrolled in remediation



**19.9%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.



**Strengthen high school so that students are actually prepared for college.**

**DO THIS!**

# Fully prepare students for college.

Students should be college-ready upon graduating high school. However, colleges and universities have a responsibility to fix the broken remedial system that stops so many from succeeding.

## Adopt and implement the new Common Core State Standards in reading, writing, and math.

These voluntary standards, currently supported by more than 40 states, offer multiple opportunities for states and sectors to work together to:

- Align high school curriculum to first-year college courses;
- Develop bridge courses; and
- Create support programs to help students make a smooth transition to college.

## Align requirements for entry-level college courses with requirements for high school diplomas.

Academic requirements for a high school diploma should be the floor for entry into postsecondary education. K-12 and higher education course-taking requirements should be aligned. Provide 12th grade courses designed to prepare students for college-level math and English.

## Administer college-ready anchor assessments in high school.

These tests give students, teachers, and parents a clear understanding about whether a student is on track for college. Giving these assessments as early as 10th grade enables juniors and seniors to address academic deficiencies before college.

## Use these on-track assessments to develop targeted interventions.

K-12 systems and local community colleges or universities can develop programs that guarantee that successful students are truly college ready and exempt from remedial education as freshmen.

## Use multiple measures of student readiness for college.

- Recognize that current college placement assessments are not predictive and should be supplemented with high school transcripts to make recommendations for appropriate first-year courses.
- Have all students taking placement exams receive a testing guide and practice test and time to brush up on their skills before testing.

## DONE THIS: Some states are ensuring that more entering freshmen are prepared.



**California:** The California State University (CSU) system added a series of college readiness questions to the state's 11th grade exam. After students take the test, they are told whether they are on track for college-level classes in the CSU system. Plus, CSU is helping high school teachers work with unprepared students and is developing a 12th grade transitional curriculum.



**Indiana:** Since 2005, **Core 40** graduation requirements have been the required high school curriculum and the minimum admissions requirement for the state's four-year public universities. Developed jointly by the K-12 and higher education systems, they ensure that high school graduates are prepared for college and careers.



**Virginia:** This is one of several states (including **Texas, Florida, and Kentucky**) creating 12th grade transitional courses and end-of-course tests based on college readiness standards and first-year courses. Students who earn high enough scores can bypass additional placement tests and proceed directly into full-credit college courses.

## KNOW THIS

# Most students don't make it through college-level gateway courses.

### 2-Year Colleges



62.0%

#### Complete remediation



22.3%

#### Complete remediation and associated college-level courses in two years

### 4-Year Colleges



74.4%

#### Complete remediation

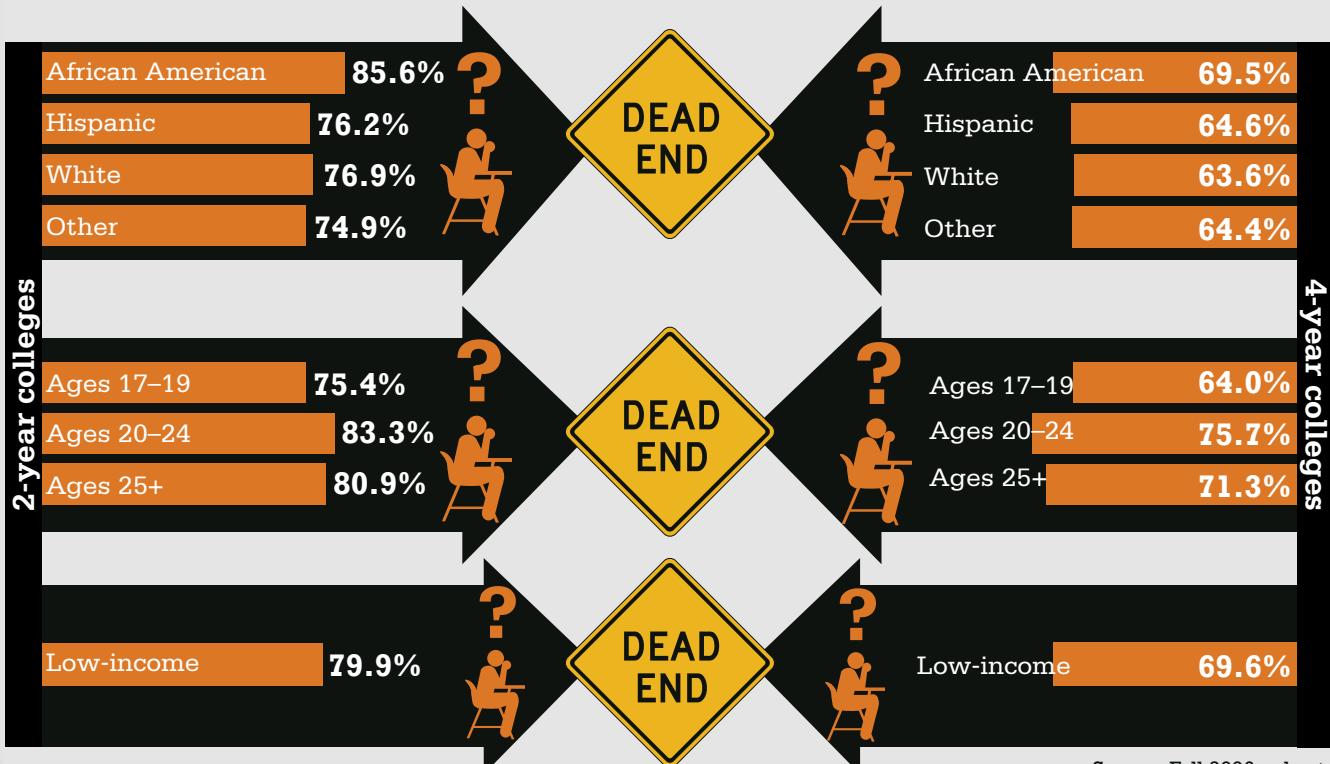


36.8%

#### Complete remediation and associated college-level courses in two years

Gateway courses can be a roadblock for the vast majority of ALL students — regardless of race, age, or income.

### Percentage who did NOT complete remediation and associated college-level courses in two years



**Get students into credit-bearing gateway courses as soon as possible.**

**DO  
THIS!**

## Start college now. Provide help as a co-requisite, not a prerequisite.

Start college students in college courses, not more high school. Get them on track for graduation from the moment they step on campus by using only co-requisite approaches to deliver tutoring and support. Modify the length and method of built-in, just-in-time academic help to match students' needs.

### **End traditional remediation; use co-requisite models instead.**

- For students with few academic deficiencies, place them into redesigned first-year, full-credit courses with co-requisite built-in support, just-in-time tutoring, self-paced computer labs with required attendance, and

the like. The length of these courses should mirror the ordinary gateway courses so students stay on track for on-time graduation.

- For students needing more help, lengthen redesigned full-credit courses and consider providing built-in, co-requisite support for two semesters instead of one. Students get the same content but more time on task.
- For students with the most significant academic needs, provide alternate pathways to high-quality career certificates by embedding remediation and adult basic skills development into their instruction.

### **DONE THIS: Some states are redesigning their gateway courses.**



**Maryland:** Community College of Baltimore County's Accelerated Learning Project (ALP) enrolls remedial English students in a regular, credit-bearing English 101 course and a companion course that meets immediately afterward. The companion course provides in a small group targeted reinforcement of topics from the mainstream course that enables intensive faculty and peer support. Early results show that ALP students pass English 101 with a grade of C or better at more than twice the rate of the control group — and do so in just one semester, as opposed to the two semesters required to complete a remedial course before moving on to the credit-bearing course.

The University of Maryland at College Park identifies about 20 percent of incoming students as unprepared for college-level math and enrolls the top 60 percent of them, based on placement test scores, in a co-requisite math course. Scheduled five days a week, students receive accelerated remedial instruction for the first five weeks. After being retested with the same placement exam, passing students complete the remaining college-level class by attending five days a week for the remaining 10 weeks of the semester. More than 80 percent pass the retest and continue with the college-level course, ultimately matching the overall success rate for the course as nonremedial students.



#### **Tennessee:** Austin Peay State University

in Tennessee eliminated remedial math courses and places students in redesigned credit-bearing courses that include extra workshops and specialized help. Initial assessments are given to determine specific knowledge gaps, then the workshops are used to provide additional instruction on key math concepts with special emphasis on individual areas of weakness. As a result, twice as many remedial students are passing their initial college-level math courses.



#### **Texas:** Texas State University-

San Marcos enrolls students who need extra math help in concurrent remedial and college-level algebra and statistics courses, and it requires additional weekly tutoring, for which students earn credit. Seventy-four percent of participants in the program earn a grade of C or better in algebra during their first semester. This is more than twice the percentage rate of all remedial students at Texas State-San Marcos who earn similar grades in their first two years.

# Most remedial students never graduate.

## 2-Year Colleges



62.0%

**Complete remediation**

22.3%

**Complete remediation and associated college-level courses in two years**



9.5%

**Graduate within 3 years (projected)**

## 4-Year Colleges



74.4%

**Complete remediation**

36.8%

**Complete remediation and associated college-level courses in two years**



35.1%

**Graduate within 6 years (projected)**

Students who don't take remedial courses are more likely to graduate.



13.9%

**Graduate within 3 years (projected)**



55.7%

**Graduate within 6 years (projected)**

Source: Completion data: fall 2006 cohorts; graduation data: 2-year, fall 2004 cohorts; 4-year, fall 2002 cohorts

**Keep your eyes on the prize: graduation.**

**DO  
THIS!**

## Provide co-requisite courses aligned with programs of study.

Most students come to our college campuses to gain the knowledge and skills necessary to ensure a good job and a better life. A logical first step is to commit to a program of study. Remarkably, many students never do — and broken remediation programs are often to blame.

Committing to a program of study is much more than simply declaring a major. Anybody can declare a major, but completing the initial courses necessary to legitimately be on track in a program of study is a completely different matter. And it's in these fragile, early stages of college when remediation programs do the most damage.

Researchers at the Community College Research Center at Columbia University have found that **students who complete at least three required “gateway” courses in a program of study within a year of enrollment are twice as likely to earn certificates or degrees.**

Remediation programs, designed as prerequisite hurdles that must be jumped before getting to college-level classes, slow students' progress into programs of study. Studies prove that being trapped in endless remediation sequences or being unable to pass associated gateway courses in math and English are the primary reasons students do not enter programs of study during their first year. And the longer it takes for students to commit to programs of study, the less likely they ever will.

Worse, traditional remediation often seems irrelevant and disconnected from future ambitions, robbing students of precious time, money, and motivation. What's the result? Many students veer off course onto another dropout exit ramp.

### **Get students to commit to programs of study ASAP.**

Using placement scores, high school transcripts, and predictive tools to determine student aptitude, guide all students to choose among a limited number

of first-year pathways — for example, health, business, liberal arts, or STEM — as soon as possible. Students should make the big choices of programs of study informed with an understanding of program requirements and available supports to achieve their career goals. Once they do, place them into structured program pathways constructed of relevant, sequenced courses chosen for them.

### **Establish “default” programs for students not ready to commit.**

No longer allow students to be considered “unclassified.” Upon enrollment, nudge them into first-year pathways — for example, health, business, liberal arts, or STEM. This ensures a coherent pathway from the beginning, with core college-level credits that will count toward certificates and degrees. By doing so, students avoid excessive course-taking while wandering the curriculum, shortening the time it takes to graduate.

 **Place students in the right math.** Most students are placed in algebra pathways when statistics or quantitative math would be most appropriate to prepare them for their chosen programs of study and careers.

### **Expand co-requisite supports for additional college-level courses.**

Additional introductory courses serve as gateway classes for programs of study, not just English and math. Given high failure rates, they have become gatekeeper courses instead, too often blocking students' entry into their chosen fields. To help unprepared students get a strong, early start, build extra supports around introductory courses necessary for success like entry-level anatomy, biology, physiology, physics, accounting, and drafting.

## **DO THIS!** Four steps states should take right now to close remediation exit ramps

### **EXIT RAMPS**

#### **#1 Too many students start in remediation.**



##### **1. Strengthen high school preparation.**

Reduce the need for college remediation altogether by adopting and implementing the new voluntary Common Core State Standards in reading, writing, and math.



Align requirements for entry-level college courses with requirements for high school graduation. Administer college-ready anchor assessments in high school, and use them to develop targeted interventions before students fall too far behind. That way, high school graduates are ready for credit-bearing college courses from Day One.

#### **#2 Remediation doesn't work.**



##### **2. Start students in college-level courses with built-in, co-requisite support.**

Immediately place freshmen with basic needs into entry-level, credit-bearing college courses with co-requisite support. That is, make this co-requisite model *the default*. For students needing more support, offer two-semester courses of the same content with built-in tutoring. Meanwhile, offer students with significant academic challenges skill certificate programs with embedded remediation.



#### **#3 Too few complete gateway courses.**



##### **3. Embed needed academic help in multiple gateway courses.**

To help unprepared students get a strong, early start, build extra supports around all of the early gateway courses that are necessary for success in students' fields of study. For students to succeed in these courses, they should have built-in tutoring and/or additional instruction time.



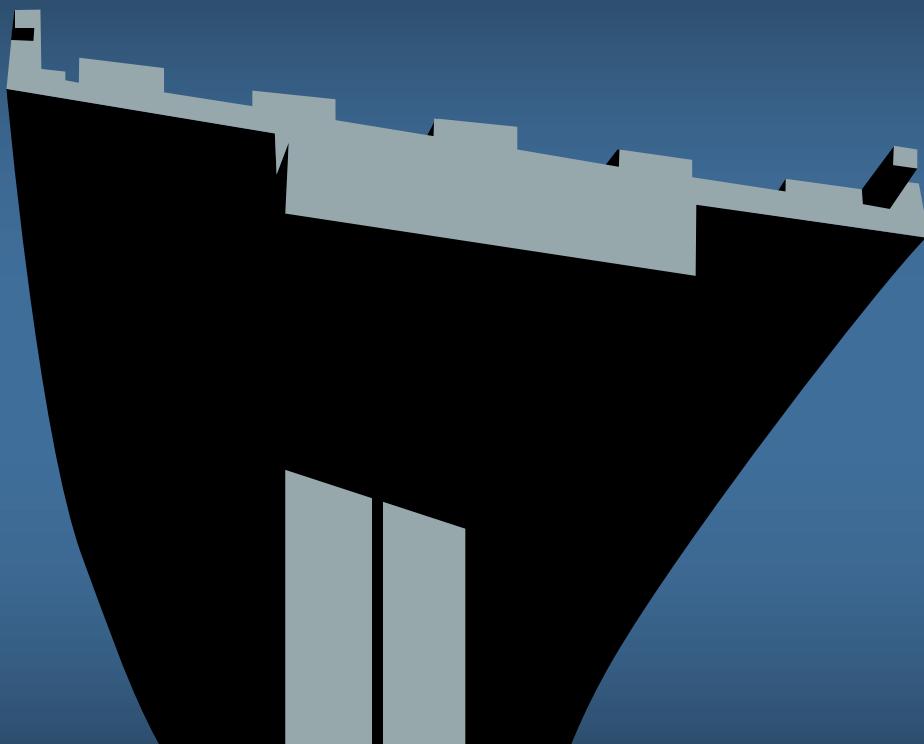
#### **#4 Too few graduate.**



##### **4. Encourage students to enter programs of study when they first enroll.**

Students are twice as likely to graduate if they complete at least three courses in their chosen programs of study in their first year on campus. Create clear, limited, and structured program pathways containing core college-level courses. Then require students to choose a pathway. Unprepared students can achieve this significant milestone for success if the early college-level courses required in their programs of study have embedded help.





# PART 2:

# Results from the States

## TOTAL REMEDIAL STUDENTS IN 2-YEAR COLLEGES

	2-year colleges				
	Total headcount	Hispanic	African American, non-Hispanic	White, non-Hispanic	Other
Arizona	9,412	3,477	643	4,404	888
Arkansas	7,645	267	1,530	5,611	237
California (CSU system only)	NP	NP	NP	NP	NP
Colorado	5,934	1,396	664	3,256	618
Florida	35,595	8,683	8,242	16,335	2,335
Georgia	8,898	325	4,137	3,856	580
Hawaii	2,823	63	830	290	2,440
Idaho	1,309	154	14	880	261
Illinois	19,987	3,095	4,404	11,320	2,681
Indiana	16,936	674	2,855	11,631	1,776
Kentucky	5,434	85	608	4,155	586
Louisiana	4,073	122	1,714	1,952	285
Maryland	13,719	889	4,808	6,723	1,299
Massachusetts	10,421	1,315	1,394	6,703	1,009
Mississippi	12,391	59	6,096	5,916	316
Missouri	10,952	241	1,726	7,378	1,607
Nevada	4,272	907	405	2,056	904
New Mexico	6,970	3,434	898	1,795	622
North Carolina	19,603	775	5,468	10,872	2,488
Ohio	18,994	522	3,188	14,169	1,115
Oklahoma	6,794	391	900	4,254	1,249
Oregon	6,118	530	193	4,426	969
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP
Tennessee	11,105	272	2,785	7,316	732
Texas	53,852	20,664	8,088	21,437	3,663
Utah	1,292	197	56	824	215
Virginia	14,476	1,049	3,970	8,546	911
Washington	16,178	491	807	10,863	4,017
West Virginia	3,034	34	291	2,635	74
Wyoming	1,459	85	41	1,223	108

NP = The state did not provide data for this metric.

DATA NOTE: To provide timely information on remedial course taking, these metrics are drawn from multiple cohorts of students. Remedial course enrollment, course completion, and college-level course success figures are reported for students who entered college in fall 2006. Graduation rates are reported for students who first enrolled in a two-year college in fall 2004 (associate's degree seeking) or fall 2005 (certificate seeking) and at a four-year college in fall 2002.

## TOTAL REMEDIAL STUDENTS IN 2-YEAR COLLEGES

	2-year colleges			
	Students age 17–19	Students age 20–24	Students age 25 and older	Total first-time entry students receiving Pell grants (fall 2006)
Arizona	6,608	1,640	1,587	NP
Arkansas	4,832	1,122	1,691	NP
California (CSU system only)	NP	NP	NP	NP
Colorado	3,165	1,295	1,448	2,195
Florida	25,901	5,671	3,911	13,723
Georgia	5,126	1,754	2,018	3,758
Hawaii	2,318	294	211	604
Idaho	882	228	196	513
Illinois	12,472	5,065	2,424	5,307
Indiana	6,566	3,858	6,512	3,046
Kentucky	3,120	831	1,483	3,783
Louisiana	2,646	829	598	1,852
Maryland	10,843	1,479	1,397	4,193
Massachusetts	7,528	1,530	1,310	3,618
Mississippi	6,568	2,632	1,984	6,123
Missouri	7,712	1,865	1,362	4,357
Nevada	2,052	1,050	1,295	NP
New Mexico	5,369	800	789	2,756
North Carolina	62	13,806	5,735	7,725
Ohio	12,675	3,095	3,224	8,940
Oklahoma	3,948	1,319	1,038	2,395
Oregon	2,815	2,298	1,005	2,193
Pennsylvania (PASSHE system only)	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP
Tennessee	7,206	1,945	1,953	5,728
Texas	38,863	8,146	6,843	21,842
Utah	716	393	183	NP
Virginia	9,650	2,244	2,551	4,867
Washington	9,727	2,796	3,353	4,698
West Virginia	1,753	563	718	1,646
Wyoming	1,089	222	148	477

NP = The state did not provide data for this metric.

## TOTAL REMEDIAL STUDENTS IN 4-YEAR COLLEGES

	4-year colleges				
	Total headcount	Hispanic	African American, non-Hispanic	White, non-Hispanic	Other
Arizona	NP	NP	NP	NP	NP
Arkansas	8,705	225	2,571	3,755	534
California (CSU system only)	29,871	10,112	3,065	7,397	9,297
Colorado	1,971	400	139	1,068	364
Florida	NP	NP	NP	NP	NP
Georgia	6,595	257	2,778	3,303	257
Hawaii	2,238	59	348	553	1,601
Idaho	1,362	172	33	1,000	157
Illinois	4,153	837	927	1,747	640
Indiana	4,882	285	703	3,298	596
Kentucky	5,759	77	1,125	4,337	220
Louisiana	4,305	89	2,102	1,831	283
Maryland	3,935	101	2,916	675	237
Massachusetts	1,754	133	149	1,381	91
Mississippi	1,801	10	1,296	463	32
Missouri	2,867	55	829	1,748	235
Nevada	1,315	192	121	685	317
New Mexico	822	446	40	222	54
North Carolina	1,643	31	1,080	425	107
Ohio	9,491	252	2,546	6,011	682
Oklahoma	4,992	270	1,035	2,659	1,028
Oregon	1,161	64	39	886	172
Pennsylvania (PASSHE system only)	5,422	225	1,184	3,581	432
South Dakota	1,636	27	41	1,319	249
Tennessee	NP	NP	NP	NP	NP
Texas	13,943	5,222	3,751	4,203	767
Utah	2,476	181	60	1,858	377
Virginia	115	1,430	18	88	6,626
Washington	1,139	90	73	739	237
West Virginia	1,925	15	267	1,582	61
Wyoming	NP	NP	NP	NP	NP

NP = The state did not provide data for this metric.

## TOTAL REMEDIAL STUDENTS IN 4-YEAR COLLEGES

	4-year colleges			
	Students age 17–19	Students age 20–24	Students age 25 and older	Total first-time entry students receiving Pell grants (fall 2006)
Arizona	NP	NP	NP	NP
Arkansas	7,388	814	503	NP
California (CSU system only)	29,299	500	72	11,959
Colorado	1,634	224	113	735
Florida	NP	NP	NP	NP
Georgia	4,790	777	1,028	3,082
Hawaii	2,174	41	23	443
Idaho	820	314	228	591
Illinois	3,844	252	57	1,162
Indiana	3,854	549	479	1,771
Kentucky	4,966	334	459	4,215
Louisiana	3,544	400	361	2,279
Maryland	3,537	201	192	1,655
Massachusetts	1,698	38	15	403
Mississippi	1,703	80	18	1,137
Missouri	2,403	285	178	1,149
Nevada	1,118	194	3	NP
New Mexico	714	56	52	442
North Carolina	1,533	69	41	866
Ohio	8,523	605	363	3,794
Oklahoma	3,429	766	477	1,888
Oregon	1,058	70	33	318
Pennsylvania (PASSHE system only)	4,980	315	127	2,139
South Dakota	1,429	119	88	574
Tennessee	NP	NP	NP	NP
Texas	13,186	533	224	6,773
Utah	1,340	842	294	NP
Virginia	100	13	2,575	39
Washington	1,001	73	65	332
West Virginia	1,632	181	112	934
Wyoming	NP	NP	NP	NP

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### Mathematics Success in 2-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	29.0%	29.8%	16.0%	33.2%	22.4%	10.6%	39.0%	32.3%	14.3%	29.7%	27.0%	9.5%
Arkansas	52.8%	70.2%	19.9%	49.7%	46.9%	10.6%	40.4%	60.3%	18.9%	39.2%	61.3%	20.4%
California (CSU system only)	NP	NP	NP									
Colorado	16.0%	71.5%	64.2%	16.5%	50.5%	40.2%	13.7%	71.5%	70.8%	11.2%	71.6%	72.1%
Florida	17.3%	66.0%	20.6%	16.6%	59.7%	17.6%	22.2%	66.0%	21.0%	15.7%	68.2%	24.6%
Georgia	22.0%	71.3%	25.3%	17.5%	55.1%	15.9%	17.4%	62.7%	17.1%	18.6%	66.1%	34.7%
Hawaii	21.3%	47.8%	NP	17.2%	34.9%	16.7%	21.6%	50.9%	19.6%	18.6%	44.8%	24.4%
Idaho	27.1%	61.8%	29.1%	NP	NP	NP	33.1%	64.8%	26.9%	32.5%	72.8%	21.1%
Illinois	25.3%	69.5%	33.5%	21.2%	57.8%	21.8%	26.0%	70.9%	38.5%	22.7%	70.4%	42.4%
Indiana	21.4%	70.6%	NP	21.4%	55.5%	NP	26.0%	71.8%	NP	16.3%	65.7%	NP
Kentucky	16.0%	66.7%	53.8%	15.2%	51.8%	41.9%	15.6%	70.4%	63.4%	13.2%	67.5%	61.4%
Louisiana	36.0%	71.0%	14.5%	29.8%	53.9%	13.0%	30.4%	62.0%	19.8%	30.7%	64.4%	23.5%
Maryland	32.3%	NP	NP	23.1%	NP	NP	32.1%	NP	NP	28.3%	NP	NP
Massachusetts	22.9%	56.4%	13.9%	24.9%	46.0%	11.8%	32.1%	59.3%	24.9%	20.4%	59.0%	24.9%
Mississippi	27.7%	74.4%	28.2%	25.9%	58.9%	14.4%	32.0%	67.1%	19.7%	25.6%	48.2%	17.6%
Missouri	20.6%	NP	NP	16.5%	NP	NP	24.2%	NP	NP	20.8%	NP	NP
Nevada	18.5%	68.7%	19.3%	20.7%	61.4%	12.5%	21.2%	74.8%	23.2%	20.0%	76.3%	27.0%
New Mexico	50.5%	60.2%	NP	47.2%	64.8%	NP	34.4%	59.8%	NP	34.4%	64.7%	NP
North Carolina	10.0%	60.2%	10.2%	11.4%	55.0%	11.9%	13.2%	64.3%	14.3%	14.9%	62.5%	12.4%
Ohio	32.8%	46.1%	21.3%	24.1%	35.8%	11.8%	30.0%	57.7%	27.9%	24.8%	53.9%	26.4%
Oklahoma	25.8%	67.1%	29.7%	23.0%	62.1%	18.8%	32.3%	68.3%	25.8%	28.7%	68.4%	25.4%
Oregon	50.6%	77.8%	30.1%	54.0%	74.7%	29.9%	44.2%	78.1%	32.0%	38.1%	78.6%	33.1%
Pennsylvania (PASSHE system only)	NP	NP	NP									
South Dakota	NP	NP	NP									
Tennessee	24.1%	64.0%	38.4%	14.6%	41.8%	13.2%	28.6%	58.4%	29.1%	22.7%	59.8%	30.6%
Texas	23.2%	31.0%	15.8%	24.4%	27.2%	11.8%	26.9%	34.0%	15.7%	19.7%	38.0%	21.9%
Utah	15.7%	73.7%	28.9%	20.2%	61.1%	27.8%	10.7%	76.8%	32.1%	8.7%	62.8%	34.6%
Virginia	15.0%	71.1%	8.7%	18.4%	72.1%	6.3%	19.5%	74.5%	10.4%	11.5%	78.9%	11.3%
Washington	21.0%	56.8%	4.7%	22.4%	46.1%	3.6%	30.8%	59.6%	5.8%	25.0%	56.5%	7.9%
West Virginia	27.0%	52.9%	17.6%	23.4%	57.7%	11.5%	32.0%	74.0%	26.0%	26.7%	56.3%	18.8%
Wyoming	44.0%	47.5%	16.9%	36.5%	42.1%	5.3%	32.9%	58.4%	24.9%	28.8%	71.7%	30.4%

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### Mathematics Success in 2-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	37.2%	34.5%	17.6%	34.0%	24.9%	8.5%	28.0%	21.9%	6.5%	NP	NP	NP
Arkansas	40.4%	56.0%	18.4%	48.8%	55.0%	12.2%	44.9%	63.6%	17.0%	NP	NP	NP
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	15.2%	66.6%	63.9%	14.4%	69.9%	65.3%	12.6%	74.1%	72.2%	19.1%	70.4%	61.8%
Florida	18.0%	66.5%	21.7%	23.9%	60.6%	16.6%	23.6%	64.5%	20.1%	20.4%	65.5%	20.8%
Georgia	17.7%	60.2%	23.7%	19.2%	55.7%	11.6%	16.5%	64.8%	11.7%	19.8%	60.2%	16.7%
Hawaii	19.2%	45.8%	24.6%	18.2%	42.6%	19.1%	18.7%	48.8%	20.7%	17.8%	45.9%	22.6%
Idaho	30.1%	66.5%	26.5%	39.1%	65.2%	26.5%	36.1%	66.7%	21.4%	39.4%	68.3%	27.9%
Illinois	29.3%	69.8%	38.1%	22.3%	64.1%	28.5%	16.6%	72.0%	36.3%	28.2%	67.1%	32.9%
Indiana	20.8%	65.4%	NP	23.5%	65.0%	NP	27.0%	74.5%	NP	25.9%	64.2%	NP
Kentucky	20.8%	67.6%	59.4%	18.2%	63.5%	54.4%	10.0%	72.9%	68.1%	24.6%	73.9%	66.7%
Louisiana	29.1%	57.4%	17.4%	29.7%	58.6%	15.1%	36.9%	68.7%	20.8%	31.4%	64.9%	18.9%
Maryland	31.2%	NP	NP	26.0%	NP	NP	21.4%	NP	NP	28.3%	NP	NP
Massachusetts	30.9%	56.3%	24.0%	26.9%	55.6%	18.3%	22.9%	67.7%	19.1%	27.7%	55.5%	19.6%
Mississippi	33.1%	69.5%	20.3%	26.4%	51.9%	10.1%	21.5%	58.8%	12.1%	34.6%	63.3%	17.1%
Missouri	23.3%	NP	NP	22.2%	NP	NP	21.0%	NP	NP	25.0%	NP	NP
Nevada	23.4%	54.6%	18.4%	11.0%	NP	36.4%	28.4%	33.3%	8.6%	NP	NP	NP
New Mexico	56.0%	56.5%	NP	38.0%	76.7%	NP	17.2%	73.7%	NP	62.0%	77.1%	NP
North Carolina	0.2%	NP	NP	14.5%	60.2%	13.0%	14.2%	65.7%	14.4%	20.2%	61.7%	13.5%
Ohio	29.2%	55.1%	27.8%	28.5%	49.3%	19.2%	28.5%	58.8%	24.8%	30.7%	49.4%	20.9%
Oklahoma	30.1%	68.5%	30.0%	30.7%	57.2%	13.5%	31.0%	71.7%	22.3%	36.5%	68.9%	22.7%
Oregon	42.3%	77.8%	35.3%	43.4%	76.5%	28.4%	49.4%	82.1%	30.8%	53.0%	79.7%	29.1%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Tennessee	21.1%	59.3%	29.0%	29.5%	49.7%	20.8%	41.3%	55.8%	29.3%	24.9%	54.0%	26.5%
Texas	24.9%	33.6%	16.5%	24.7%	26.7%	11.9%	25.2%	33.3%	15.6%	25.7%	31.8%	14.6%
Utah	9.1%	73.2%	32.8%	12.8%	74.6%	29.9%	15.4%	76.3%	33.1%	NP	NP	NP
Virginia	21.0%	71.4%	9.6%	15.8%	74.0%	8.0%	15.0%	81.4%	10.0%	22.6%	72.7%	7.6%
Washington	35.2%	56.0%	4.9%	24.8%	58.5%	6.5%	21.4%	64.2%	9.3%	30.0%	56.8%	6.2%
West Virginia	31.7%	73.7%	26.7%	30.0%	62.1%	19.0%	30.6%	76.5%	24.8%	34.1%	72.2%	23.7%
Wyoming	32.4%	57.0%	25.9%	38.8%	56.1%	18.9%	33.3%	69.5%	18.9%	42.4%	55.0%	21.5%

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### English Success in 2-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	6.4%	52.7%	28.6%	7.2%	35.7%	18.6%	2.7%	65.3%	35.2%	7.0%	54.5%	26.7%
Arkansas	41.6%	82.9%	44.1%	61.6%	69.5%	36.4%	35.2%	72.3%	43.0%	42.6%	71.3%	46.5%
California (CSU system only)	NP	NP	NP									
Colorado	11.1%	94.6%	70.2%	13.5%	88.6%	61.7%	6.7%	87.7%	78.1%	13.0%	89.5%	77.3%
Florida	13.2%	72.8%	46.7%	16.8%	66.1%	38.6%	8.8%	71.4%	46.2%	15.9%	75.3%	53.9%
Georgia	8.6%	83.8%	33.8%	13.0%	61.5%	10.8%	6.2%	73.0%	17.9%	11.3%	65.5%	25.5%
Hawaii	14.8%	NP	NP	17.5%	48.4%	20.7%	14.7%	57.9%	32.9%	17.0%	53.8%	26.1%
Idaho	9.9%	50.0%	35.0%	NP	NP	NP	4.2%	61.8%	25.0%	8.6%	66.7%	53.8%
Illinois	10.5%	74.6%	38.0%	11.9%	56.1%	23.0%	6.3%	74.6%	44.7%	NP	3.4%	2.0%
Indiana	6.1%	40.3%	NP	5.9%	29.3%	NP	3.0%	32.3%	NP	2.9%	36.6%	NP
Kentucky	5.7%	71.4%	64.3%	7.9%	55.6%	43.4%	4.9%	75.7%	62.1%	5.3%	77.0%	65.0%
Louisiana	7.6%	61.5%	23.1%	6.9%	35.9%	17.9%	6.2%	49.6%	29.5%	5.6%	33.3%	16.7%
Maryland	7.9%	NP	NP	11.9%	NP	NP	5.2%	NP	NP	6.3%	NP	NP
Massachusetts	10.0%	52.0%	33.3%	11.1%	63.0%	41.1%	7.8%	65.5%	45.1%	14.4%	74.4%	54.3%
Mississippi	5.7%	75.0%	25.0%	5.5%	53.3%	16.5%	2.0%	54.6%	23.1%	4.6%	40.0%	5.7%
Missouri	11.1%	NP	NP	11.6%	NP	NP	7.9%	NP	NP	10.5%	NP	NP
Nevada	6.1%	70.0%	27.9%	8.9%	55.7%	20.3%	6.4%	74.2%	38.9%	7.1%	71.6%	35.8%
New Mexico	42.3%	63.4%	NP	44.6%	67.8%	NP	21.7%	60.0%	NP	31.7%	65.8%	NP
North Carolina	7.0%	56.1%	30.6%	7.0%	44.2%	16.6%	4.0%	49.2%	29.5%	6.3%	49.8%	31.0%
Ohio	8.7%	40.3%	26.9%	10.2%	42.2%	27.4%	8.9%	64.6%	48.4%	9.0%	58.3%	43.9%
Oklahoma	9.5%	68.4%	50.9%	8.6%	55.8%	74.0%	4.8%	68.0%	56.9%	7.2%	69.7%	69.0%
Oregon	31.4%	81.5%	45.3%	37.9%	65.7%	48.1%	18.8%	77.1%	47.2%	20.7%	77.3%	48.9%
Pennsylvania (PASSHE system only)	NP	NP	NP									
South Dakota	NP	NP	NP									
Tennessee	10.4%	51.4%	27.0%	6.7%	50.5%	23.0%	6.9%	67.6%	43.1%	10.7%	58.3%	47.2%
Texas	8.1%	41.9%	26.3%	7.9%	37.3%	22.4%	3.8%	46.7%	29.3%	9.0%	58.6%	44.8%
Utah	10.5%	66.7%	27.5%	13.5%	75.0%	16.7%	4.3%	86.7%	48.3%	8.5%	86.8%	43.4%
Virginia	16.3%	86.2%	46.7%	11.4%	81.2%	30.5%	7.6%	82.7%	39.1%	16.2%	86.1%	55.2%
Washington	7.4%	65.7%	11.9%	6.4%	45.9%	11.7%	4.2%	56.5%	17.1%	6.3%	64.3%	17.2%
West Virginia	1.6%	NP	0.0%	8.1%	48.1%	18.5%	4.7%	64.3%	39.0%	3.3%	50.0%	25.0%
Wyoming	8.2%	81.8%	36.4%	11.5%	66.7%	16.7%	6.6%	68.0%	34.9%	16.9%	70.4%	70.4%

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### English Success in 2-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	4.5%	59.5%	33.7%	4.7%	49.3%	25.0%	4.2%	48.4%	22.6%	NP	NP	NP
Arkansas	40.6%	71.8%	42.1%	43.9%	69.2%	33.7%	39.9%	73.8%	43.9%	NP	NP	NP
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	11.3%	91.4%	72.9%	8.1%	80.4%	72.2%	5.6%	94.8%	79.5%	9.6%	NP	65.5%
Florida	12.8%	73.4%	49.3%	10.8%	60.6%	30.4%	6.7%	61.5%	26.5%	12.9%	73.1%	48.4%
Georgia	10.0%	69.3%	23.7%	9.5%	58.7%	4.2%	7.3%	67.1%	2.5%	10.8%	67.7%	15.2%
Hawaii	17.1%	54.8%	27.8%	15.7%	49.4%	22.2%	13.2%	53.4%	20.7%	18.6%	51.0%	20.9%
Idaho	6.4%	62.5%	35.6%	3.8%	NP	NP	3.7%	NP	NP	5.6%	63.4%	39.0%
Illinois	8.7%	72.4%	44.9%	8.7%	65.3%	28.3%	5.7%	72.5%	32.0%	10.3%	69.2%	37.3%
Indiana	4.3%	32.4%	NP	3.4%	34.1%	NP	2.7%	31.9%	NP	4.2%	27.9%	NP
Kentucky	8.5%	77.0%	62.6%	6.2%	62.9%	49.2%	2.1%	69.3%	60.7%	7.6%	78.2%	64.9%
Louisiana	7.2%	44.9%	27.1%	5.6%	38.9%	13.9%	4.4%	45.2%	21.4%	6.0%	36.8%	21.1%
Maryland	7.9%	NP	NP	6.8%	NP	NP	5.8%	NP	NP	9.6%	NP	NP
Massachusetts	9.4%	64.5%	47.1%	9.3%	63.3%	37.9%	7.7%	68.8%	39.8%	10.0%	64.7%	45.1%
Mississippi	3.3%	50.3%	17.2%	4.6%	51.5%	16.1%	3.8%	62.3%	20.9%	5.0%	56.9%	23.2%
Missouri	8.9%	NP	NP	10.2%	NP	NP	7.2%	NP	NP	9.6%	NP	NP
Nevada	6.2%	71.1%	37.8%	5.8%	65.4%	29.4%	4.0%	77.1%	30.7%	NP	NP	NP
New Mexico	46.2%	59.9%	NP	28.1%	81.5%	NP	12.9%	70.2%	NP	54.3%	76.2%	NP
North Carolina	0.5%	NP	NP	6.5%	47.9%	27.3%	3.8%	49.9%	22.7%	8.8%	49.0%	27.0%
Ohio	10.0%	63.3%	49.8%	7.7%	49.5%	27.0%	6.7%	56.3%	34.4%	9.9%	53.1%	37.7%
Oklahoma	5.5%	73.9%	73.1%	7.2%	47.9%	47.9%	6.3%	61.2%	37.2%	6.0%	63.3%	67.8%
Oregon	20.6%	78.1%	48.3%	21.4%	74.8%	47.2%	18.3%	80.3%	44.4%	25.9%	78.8%	46.8%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Tennessee	7.9%	66.5%	42.7%	6.7%	50.9%	32.9%	4.6%	54.3%	21.9%	6.4%	62.4%	37.9%
Texas	6.0%	49.7%	32.0%	6.3%	35.3%	22.6%	6.4%	28.9%	18.7%	7.7%	44.1%	27.4%
Utah	6.4%	82.1%	43.9%	5.0%	83.5%	44.3%	3.7%	89.3%	28.6%	NP	NP	NP
Virginia	12.1%	82.4%	39.4%	7.1%	80.1%	36.1%	6.2%	89.0%	43.2%	11.1%	82.9%	33.4%
Washington	6.1%	61.2%	17.8%	3.6%	56.9%	12.4%	3.8%	54.0%	14.3%	7.1%	54.5%	14.0%
West Virginia	5.0%	65.6%	39.8%	4.3%	39.4%	21.2%	5.2%	66.0%	35.8%	5.2%	61.1%	35.2%
Wyoming	7.2%	70.3%	38.8%	8.7%	66.7%	48.5%	6.3%	61.1%	22.2%	10.1%	72.6%	27.4%

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### Mathematics and English Success in 2-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	30.7%	15.2%	7.7%	25.9%	9.6%	5.2%	12.1%	12.3%	5.8%	24.7%	13.4%	6.2%
Arkansas	29.2%	61.5%	37.2%	38.2%	41.7%	25.5%	22.9%	54.9%	35.4%	25.7%	57.4%	36.1%
California (CSU system only)	NP	NP	NP									
Colorado	19.4%	42.4%	49.6%	23.8%	34.5%	36.5%	9.7%	50.8%	67.1%	10.9%	46.9%	60.4%
Florida	23.6%	51.4%	12.9%	38.1%	45.5%	10.3%	17.9%	50.4%	12.4%	19.9%	58.3%	16.9%
Georgia	10.5%	45.8%	8.4%	16.2%	37.6%	7.8%	6.3%	52.1%	15.8%	9.9%	42.4%	20.1%
Hawaii	22.2%	NP	NP	33.6%	25.0%	9.6%	19.7%	32.4%	NP	32.3%	32.6%	13.7%
Idaho	38.9%	55.7%	17.7%	NP	NP	NP	17.4%	55.0%	15.4%	16.6%	48.0%	NP
Illinois	24.2%	62.4%	26.7%	29.6%	51.5%	13.4%	10.8%	63.5%	26.0%	10.9%	72.2%	36.8%
Indiana	26.1%	71.6%	NP	33.2%	52.3%	NP	17.1%	66.0%	NP	14.7%	58.4%	NP
Kentucky	13.1%	87.5%	68.8%	25.3%	74.2%	56.9%	12.5%	80.9%	65.0%	12.5%	81.0%	67.9%
Louisiana	27.3%	40.4%	10.6%	39.0%	32.6%	5.8%	17.8%	36.1%	8.0%	30.0%	33.3%	8.5%
Maryland	26.3%	NP	NP	38.1%	NP	NP	18.0%	NP	NP	15.1%	NP	NP
Massachusetts	33.7%	35.3%	8.9%	34.7%	37.7%	10.2%	20.3%	46.2%	16.0%	21.5%	46.5%	18.4%
Mississippi	8.5%	75.0%	NP	15.0%	51.3%	8.9%	6.0%	58.7%	10.0%	11.7%	48.9%	14.8%
Missouri	19.6%	NP	NP	49.6%	NP	NP	17.2%	NP	NP	17.6%	NP	NP
Nevada	14.9%	64.0%	14.0%	15.9%	63.4%	7.0%	15.4%	61.2%	14.2%	12.3%	65.0%	23.0%
New Mexico	65.1%	52.5%	NP	58.0%	59.6%	NP	41.5%	53.0%	NP	45.8%	55.6%	NP
North Carolina	14.5%	46.1%	6.5%	23.9%	34.8%	3.8%	10.4%	43.7%	6.8%	16.0%	40.9%	7.0%
Ohio	26.0%	30.8%	12.4%	41.6%	18.4%	4.7%	16.9%	39.7%	17.7%	20.1%	31.0%	13.9%
Oklahoma	29.8%	57.0%	20.7%	43.1%	45.9%	9.4%	18.8%	57.9%	12.9%	27.3%	58.1%	13.3%
Oregon	21.7%	73.3%	23.6%	24.2%	75.4%	26.1%	11.7%	68.8%	21.8%	11.8%	70.8%	22.6%
Pennsylvania (PASSHE system only)	NP	NP	NP									
South Dakota	NP	NP	NP									
Tennessee	41.7%	40.3%	16.1%	69.6%	28.1%	6.7%	29.9%	38.7%	16.7%	39.1%	43.0%	18.0%
Texas	27.3%	22.0%	9.2%	34.7%	18.1%	4.3%	11.8%	23.1%	7.2%	18.0%	35.6%	17.5%
Utah	14.4%	62.9%	15.7%	29.2%	61.5%	11.5%	4.7%	74.4%	24.1%	6.8%	67.2%	14.8%
Virginia	17.6%	68.5%	26.2%	24.0%	75.2%	15.3%	11.5%	71.6%	34.5%	11.6%	75.6%	36.7%
Washington	25.8%	42.7%	19.7%	17.8%	31.8%	9.7%	10.7%	40.5%	15.5%	14.3%	39.5%	15.9%
West Virginia	25.4%	62.5%	31.3%	55.7%	45.2%	11.3%	31.5%	57.4%	11.2%	31.7%	55.3%	10.5%
Wyoming	18.7%	40.0%	8.0%	34.6%	38.9%	16.7%	14.3%	42.4%	13.6%	26.3%	52.4%	23.8%

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### Mathematics and English Success in 2-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	23.7%	15.6%	7.8%	18.3%	8.3%	3.4%	10.4%	9.8%	4.1%	NP	NP	NP
Arkansas	25.6%	51.2%	33.5%	29.6%	47.6%	25.6%	26.0%	55.0%	35.5%	NP	NP	NP
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	16.6%	43.2%	54.0%	11.9%	46.8%	58.8%	8.0%	52.4%	63.9%	19.6%	46.0%	49.2%
Florida	23.7%	51.5%	13.4%	25.8%	44.2%	8.2%	16.0%	44.1%	9.2%	31.9%	49.0%	11.6%
Georgia	12.3%	44.4%	14.8%	10.5%	33.6%	4.9%	6.4%	47.9%	4.7%	14.5%	38.3%	8.5%
Hawaii	33.5%	31.8%	13.6%	23.0%	34.5%	10.9%	16.2%	33.8%	NP	37.1%	28.2%	10.8%
Idaho	18.1%	54.1%	17.5%	24.6%	59.0%	15.7%	20.7%	50.7%	NP	24.7%	54.9%	16.5%
Illinois	18.3%	61.4%	24.4%	16.6%	54.3%	17.6%	7.7%	65.9%	24.4%	20.7%	57.9%	19.5%
Indiana	22.4%	63.2%	NP	18.7%	57.1%	NP	16.2%	64.8%	NP	22.2%	59.0%	NP
Kentucky	19.9%	82.5%	66.4%	17.1%	72.3%	56.0%	7.4%	79.3%	64.2%	21.9%	82.5%	66.2%
Louisiana	26.6%	33.2%	6.5%	28.8%	35.1%	6.4%	21.5%	37.6%	10.2%	35.3%	35.4%	8.1%
Maryland	27.2%	NP	NP	18.0%	NP	NP	13.7%	NP	NP	35.9%	NP	NP
Massachusetts	26.6%	41.4%	15.2%	21.0%	43.2%	10.9%	15.1%	53.6%	10.4%	30.6%	41.1%	11.2%
Mississippi	11.3%	55.6%	9.9%	8.5%	47.3%	6.3%	6.6%	56.7%	7.3%	13.9%	56.8%	10.9%
Missouri	22.6%	NP	NP	21.5%	NP	NP	12.2%	NP	NP	26.8%	NP	NP
Nevada	16.9%	61.6%	16.9%	12.0%	59.8%	11.9%	4.5%	77.7%	14.6%	NP	NP	NP
New Mexico	71.1%	49.3%	NP	45.9%	70.1%	NP	22.1%	66.0%	NP	75.3%	72.8%	NP
North Carolina	0.2%	NP	NP	19.1%	38.9%	5.5%	9.7%	44.8%	6.6%	32.7%	39.4%	5.1%
Ohio	20.4%	33.1%	14.1%	20.8%	30.6%	11.2%	20.6%	36.6%	16.0%	28.0%	27.2%	10.4%
Oklahoma	25.1%	57.1%	14.7%	27.2%	46.5%	8.0%	16.9%	54.6%	9.6%	29.5%	56.1%	10.1%
Oregon	12.3%	71.1%	25.8%	13.0%	67.1%	21.3%	13.6%	73.4%	15.5%	16.9%	72.7%	19.5%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Tennessee	37.2%	37.8%	14.1%	44.6%	26.4%	8.7%	39.1%	34.7%	14.8%	49.3%	33.0%	11.5%
Texas	20.8%	23.6%	8.8%	19.8%	17.2%	6.3%	16.3%	22.0%	6.9%	30.2%	21.1%	7.7%
Utah	6.1%	70.8%	18.8%	7.2%	62.8%	19.5%	4.8%	86.5%	27.0%	NP	NP	NP
Virginia	19.7%	72.9%	25.0%	9.3%	64.4%	26.1%	8.2%	80.4%	38.4%	22.4%	75.0%	22.7%
Washington	18.2%	39.1%	15.7%	8.1%	40.5%	10.8%	6.4%	42.2%	11.9%	18.9%	37.9%	13.1%
West Virginia	31.4%	58.2%	12.7%	38.6%	52.0%	10.1%	34.0%	53.7%	9.4%	39.9%	53.4%	9.4%
Wyoming	15.2%	42.5%	15.5%	16.0%	42.6%	8.2%	17.9%	47.1%	13.7%	25.0%	42.0%	11.0%

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### Total Success in 2-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	66.1%	25.3%	13.3%	66.4%	18.8%	9.3%	53.8%	29.4%	13.4%	61.4%	24.7%	10.1%
Arkansas	NP	NP	NP									
California (CSU system only)	NP	NP	NP									
Colorado	46.5%	64.8%	59.5%	53.9%	53.0%	44.0%	30.1%	68.4%	71.2%	35.2%	70.6%	70.4%
Florida	54.2%	61.3%	23.6%	71.5%	53.6%	18.6%	48.9%	61.2%	22.4%	51.5%	66.6%	30.7%
Georgia	41.0%	67.4%	25.8%	46.7%	50.8%	13.3%	30.0%	62.6%	18.8%	39.7%	60.0%	30.2%
Hawaii	58.3%	NP	NP	68.4%	33.5%	14.2%	56.0%	46.2%	NP	67.8%	41.3%	19.7%
Idaho	75.9%	57.1%	24.0%	82.4%	92.9%	NP	54.7%	61.5%	23.1%	57.6%	64.8%	22.6%
Illinois	60.0%	67.5%	31.5%	62.7%	54.5%	18.1%	43.2%	69.6%	36.3%	NP	11.8%	6.8%
Indiana	53.7%	67.7%	NP	60.5%	51.2%	NP	46.0%	67.1%	NP	34.0%	60.0%	NP
Kentucky	34.8%	75.3%	61.2%	48.3%	64.1%	50.0%	33.0%	75.2%	63.8%	31.0%	74.6%	64.7%
Louisiana	70.9%	58.2%	13.9%	75.7%	41.3%	9.7%	54.4%	52.1%	17.1%	66.3%	47.7%	16.1%
Maryland	66.5%	NP	NP	73.0%	NP	NP	55.3%	NP	NP	49.8%	NP	NP
Massachusetts	66.6%	45.1%	23.7%	70.7%	44.6%	25.0%	60.1%	55.7%	31.6%	56.3%	58.2%	37.4%
Mississippi	41.8%	78.0%	30.5%	46.4%	63.3%	19.7%	40.0%	67.8%	22.2%	41.9%	51.6%	20.9%
Missouri	51.3%	NP	NP	77.7%	NP	NP	49.3%	NP	NP	48.9%	NP	NP
Nevada	39.4%	67.1%	18.6%	45.5%	61.0%	12.1%	42.9%	69.8%	22.3%	39.4%	71.9%	27.3%
New Mexico	68.4%	62.6%	NP	59.4%	66.4%	NP	44.8%	61.6%	NP	47.2%	65.9%	NP
North Carolina	31.6%	52.8%	13.0%	42.3%	41.8%	8.1%	27.5%	54.4%	13.7%	37.2%	51.1%	13.3%
Ohio	67.4%	39.5%	18.6%	75.8%	27.1%	10.0%	55.7%	53.3%	28.1%	53.9%	46.1%	24.7%
Oklahoma	65.2%	72.1%	28.6%	74.8%	66.6%	19.8%	55.9%	71.5%	24.1%	63.1%	73.6%	25.1%
Oregon	60.2%	81.3%	40.4%	67.7%	69.4%	41.5%	51.3%	79.9%	39.9%	47.0%	80.0%	42.7%
Pennsylvania (PASSHE system only)	NP	NP	NP									
South Dakota	NP	NP	NP									
Tennessee	76.2%	49.3%	24.6%	90.9%	32.0%	8.9%	65.5%	50.4%	24.9%	72.5%	50.5%	26.2%
Texas	58.7%	28.4%	14.2%	67.0%	23.7%	9.2%	42.5%	32.1%	14.6%	46.8%	41.0%	24.6%
Utah	40.6%	68.0%	23.9%	62.9%	64.3%	17.9%	19.7%	78.4%	33.7%	24.0%	72.6%	32.1%
Virginia	48.9%	75.2%	27.6%	53.8%	75.4%	15.5%	38.6%	75.3%	23.2%	39.3%	80.9%	36.9%
Washington	54.2%	51.3%	12.4%	46.6%	40.6%	6.7%	45.6%	54.8%	8.9%	45.5%	52.2%	9.1%
West Virginia	54.0%	55.9%	23.5%	87.1%	48.8%	12.0%	68.2%	65.7%	20.1%	61.7%	55.4%	14.9%
Wyoming	63.4%	38.8%	17.6%	78.8%	39.0%	14.6%	46.8%	46.2%	31.2%	67.5%	53.7%	46.3%

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### Total Success in 2-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	65.4%	29.4%	15.2%	57.1%	21.6%	8.2%	42.5%	21.6%	7.5%	NP	NP	NP
Arkansas	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	43.1%	64.0%	62.4%	34.4%	64.4%	64.7%	26.2%	71.9%	71.3%	48.2%	67.0%	57.4%
Florida	54.6%	61.6%	24.6%	60.5%	53.6%	15.5%	46.3%	57.0%	17.3%	65.2%	58.9%	21.8%
Georgia	40.0%	57.6%	23.6%	39.2%	50.5%	8.8%	30.1%	61.7%	8.6%	45.1%	55.0%	15.9%
Hawaii	69.8%	41.3%	20.1%	56.9%	41.2%	16.7%	48.1%	45.0%	NP	73.5%	38.2%	16.2%
Idaho	54.7%	61.9%	24.6%	67.5%	61.0%	23.7%	60.5%	60.7%	16.8%	69.7%	63.2%	24.8%
Illinois	56.3%	67.4%	34.7%	47.5%	60.9%	24.7%	29.9%	70.5%	32.4%	59.1%	64.2%	29.0%
Indiana	47.5%	61.4%	NP	45.5%	59.4%	NP	45.9%	68.6%	NP	52.2%	59.1%	NP
Kentucky	49.1%	75.2%	62.8%	41.5%	67.0%	54.3%	19.5%	74.9%	65.8%	54.2%	78.0%	66.2%
Louisiana	62.9%	45.8%	13.9%	64.1%	46.3%	11.1%	62.8%	56.4%	17.2%	72.7%	48.3%	13.8%
Maryland	66.3%	NP	NP	50.8%	NP	NP	40.9%	NP	NP	73.8%	NP	NP
Massachusetts	66.9%	51.5%	31.3%	57.1%	52.3%	25.8%	45.7%	63.2%	29.6%	68.3%	50.4%	29.2%
Mississippi	47.7%	69.9%	23.4%	39.5%	55.2%	13.1%	31.9%	63.4%	16.5%	53.5%	66.4%	23.2%
Missouri	54.8%	NP	NP	53.9%	NP	NP	40.3%	NP	NP	61.4%	NP	NP
Nevada	38.2%	72.4%	25.0%	28.9%	85.1%	24.8%	36.9%	43.4%	11.7%	NP	NP	NP
New Mexico	74.5%	58.7%	NP	48.5%	80.3%	NP	23.8%	73.1%	NP	79.3%	78.1%	NP
North Carolina	1.0%	33.9%	NP	40.2%	48.0%	11.8%	27.7%	56.2%	12.8%	61.8%	48.1%	11.0%
Ohio	59.6%	48.9%	26.8%	57.1%	42.5%	17.3%	55.9%	50.3%	22.7%	68.6%	40.9%	19.0%
Oklahoma	60.7%	73.1%	27.6%	65.1%	62.0%	15.0%	54.2%	71.1%	20.0%	72.0%	72.1%	21.3%
Oregon	50.6%	79.6%	42.9%	51.9%	78.1%	37.9%	54.2%	83.7%	39.2%	61.9%	81.3%	39.2%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Tennessee	66.2%	48.1%	22.2%	80.7%	37.0%	15.1%	84.9%	46.0%	22.2%	80.6%	41.9%	18.3%
Texas	51.7%	31.5%	15.2%	50.9%	24.1%	11.0%	47.9%	28.9%	13.1%	63.6%	28.2%	12.9%
Utah	21.5%	75.1%	32.1%	25.0%	73.0%	29.8%	23.9%	80.3%	31.1%	NP	NP	NP
Virginia	52.9%	74.5%	22.2%	32.2%	72.6%	19.5%	29.4%	82.7%	24.9%	56.1%	75.7%	18.8%
Washington	59.5%	51.4%	9.5%	36.5%	54.4%	8.0%	31.6%	58.5%	10.4%	55.9%	50.1%	9.5%
West Virginia	68.1%	65.9%	21.2%	72.8%	55.4%	14.4%	69.8%	64.6%	18.1%	79.2%	62.0%	17.3%
Wyoming	47.5%	45.2%	33.2%	58.3%	44.1%	25.7%	51.9%	56.1%	23.6%	65.9%	43.0%	26.2%

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### Mathematics Success in 4-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP									
Arkansas	29.5%	65.6%	32.3%	62.2%	53.8%	23.2%	19.5%	56.0%	28.0%	22.6%	75.8%	42.2%
California (CSU system only)	9.7%	82.1%	NP	11.6%	74.5%	NP	11.8%	81.6%	NP	7.3%	82.8%	NP
Colorado	7.8%	58.1%	10.2%	7.1%	50.0%	6.5%	3.5%	62.9%	15.1%	5.3%	63.4%	7.2%
Florida	NP	NP	NP									
Georgia	9.3%	51.7%	35.3%	12.2%	48.9%	28.8%	7.0%	56.0%	29.7%	4.5%	47.2%	24.0%
Hawaii	NP	NP	NP									
Idaho	14.6%	52.9%	15.7%	10.8%	NP	NP	9.5%	56.6%	19.2%	7.5%	61.4%	19.3%
Illinois	30.3%	45.7%	27.1%	19.3%	64.3%	44.1%	8.8%	71.4%	49.5%	11.0%	57.9%	41.8%
Indiana	18.1%	58.6%	NP	21.3%	46.1%	NP	10.2%	58.3%	NP	7.1%	60.3%	NP
Kentucky	18.6%	84.8%	8.7%	19.4%	70.7%	4.3%	16.1%	74.9%	13.8%	10.8%	85.7%	5.1%
Louisiana	11.8%	75.0%	33.9%	17.3%	63.8%	30.3%	9.0%	69.4%	37.3%	8.7%	66.9%	45.1%
Maryland	13.7%	NP	NP	35.8%	NP	NP	8.7%	NP	NP	8.0%	NP	NP
Massachusetts	32.1%	84.3%	32.4%	36.1%	83.6%	35.3%	19.8%	76.9%	45.2%	14.3%	88.6%	54.3%
Mississippi	3.3%	100.0%	100.0%	15.7%	75.2%	50.7%	5.9%	70.3%	48.3%	7.1%	62.5%	56.3%
Missouri	6.1%	NP	NP	14.5%	NP	NP	6.0%	NP	NP	6.6%	NP	NP
Nevada	19.4%	84.1%	29.9%	17.5%	63.2%	24.6%	14.8%	77.5%	40.1%	14.4%	77.8%	43.1%
New Mexico	10.5%	71.2%	NP	8.8%	81.5%	NP	4.7%	78.8%	NP	5.4%	83.3%	NP
North Carolina	NP	NP	NP	6.4%	82.9%	65.5%	1.9%	86.3%	67.9%	2.1%	84.9%	69.8%
Ohio	14.3%	57.3%	32.3%	20.8%	49.3%	28.6%	11.5%	64.0%	40.2%	10.9%	54.0%	31.7%
Oklahoma	16.5%	65.0%	30.0%	31.9%	55.0%	21.2%	15.1%	65.8%	33.4%	16.7%	68.1%	32.7%
Oregon	13.5%	82.8%	60.9%	19.1%	82.1%	59.0%	11.9%	80.5%	61.4%	8.5%	83.1%	62.8%
Pennsylvania (PASSHE system only)	10.8%	41.8%	27.3%	17.4%	48.0%	31.1%	6.1%	67.8%	41.3%	8.2%	55.8%	37.5%
South Dakota	37.5%	61.1%	NP	45.1%	65.2%	NP	19.0%	73.9%	43.6%	25.2%	64.8%	32.8%
Tennessee	NP	NP	NP									
Texas	19.5%	44.9%	28.3%	23.7%	48.3%	29.3%	9.8%	53.9%	34.5%	6.4%	51.5	40.3%
Utah	20.5%	89.2%	30.8%	27.7%	56.1%	17.1%	13.9%	81.8%	35.2%	12.3%	82.0%	30.6%
Virginia	NP	NP	NP	NP	NP	NP	0.2%	78.7%	29.5%	NP	NP	NP
Washington	5.5%	NP	NP	6.5%	NP	NP	4.1%	NP	NP	2.7%	NP	NP
West Virginia	5.0%	71.4%	28.6%	14.5%	70.9%	34.2%	11.1%	74.8%	32.9%	8.3%	70.0%	20.0%
Wyoming	NP	NP	NP									

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### Mathematics Success in 4-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Arkansas	26.0%	56.8%	27.5%	60.5%	50.3%	20.7%	57.1%	59.2%	26.6%	NP	NP	NP
California (CSU system only)	10.0%	81.5%	NP	7.1%	68.1%	NP	4.7%	75.0%	NP	8.1%	79.8%	NP
Colorado	3.9%	60.6%	18.8%	9.6%	63.4%	17.1%	14.2%	70.6%	27.5%	8.5%	61.5%	11.4%
Florida	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Georgia	6.0%	54.0%	29.2%	24.6%	45.5%	24.9%	35.9%	54.5%	32.9%	12.7%	50.5%	29.0%
Hawaii	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Idaho	7.3%	55.4%	16.2%	13.2%	48.1%	15.4%	18.0%	67.3%	26.9%	14.4%	54.4%	19.7%
Illinois	11.6%	62.5%	41.0%	25.8%	70.6%	50.8%	19.8%	42.5%	32.5%	15.7%	68.1%	48.0%
Indiana	10.1%	59.0%	NP	16.2%	41.9%	NP	18.7%	52.7%	NP	18.3%	50.6%	NP
Kentucky	16.4%	75.0%	11.4%	16.5%	68.4%	17.1%	14.3%	76.4%	20.0%	16.7%	76.3%	10.3%
Louisiana	10.5%	68.6%	36.3%	19.8%	56.7%	20.4%	21.4%	59.3%	32.1%	16.2%	64.9%	33.4%
Maryland	20.0%	NP	NP	20.6%	NP	NP	14.2%	NP	NP	34.8%	NP	NP
Massachusetts	20.6%	79.1%	44.2%	24.4%	63.6%	27.3%	32.5%	61.5%	53.8%	24.7%	82.7%	36.2%
Mississippi	9.6%	75.3%	51.4%	9.4%	37.5%	29.2%	15.0%	0.0%	NP	14.1%	74.2%	49.7%
Missouri	6.4%	NP	NP	12.8%	NP	NP	19.1%	NP	NP	13.2%	NP	NP
Nevada	15.4%	78.9%	38.5%	16.2%	68.3%	35.6%	14.3%	NP	NP	NP	NP	NP
New Mexico	6.9%	74.0%	NP	23.6%	79.1%	NP	25.4%	73.5%	NP	15.6%	77.8%	NP
North Carolina	2.9%	85.0%	68.2%	4.7%	78.0%	41.5%	12.2%	75.0%	50.0%	4.9%	84.2%	65.1%
Ohio	12.2%	61.2%	38.5%	22.3%	47.1%	21.0%	25.2%	53.9%	26.1%	18.8%	51.8%	28.0%
Oklahoma	15.4%	67.7%	33.0%	25.3%	50.0%	19.0%	29.1%	56.2%	27.3%	24.7%	64.6%	29.3%
Oregon	11.0%	80.3%	61.7%	17.8%	85.7%	55.7%	32.7%	93.9%	66.7%	100.0%	82.4%	62.3%
Pennsylvania (PASSHE system only)	7.2%	61.7%	37.7%	12.1%	47.2%	32.6%	20.2%	75.0%	55.8%	12.1%	54.9%	34.5%
South Dakota	18.4%	73.2%	43.1%	43.8%	64.1%	30.8%	53.9%	69.1%	40.0%	24.8%	66.7%	38.7%
Tennessee	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Texas	13.5%	49.9%	31.9%	19.3%	35.9%	17.2%	29.3%	41.8%	23.9%	19.4%	46.2%	28.3%
Utah	10.4%	78.6%	32.3%	24.0%	85.4%	33.5%	23.3%	85.9%	41.9%	NP	NP	NP
Virginia	0.2%	77.0%	29.5%	0.2%	90.9%	NP	NP	NP	NP	0.4%	73.9%	NP
Washington	5.2%	NP	NP	1.4%	NP	NP	1.5%	NP	NP	5.2%	NP	NP
West Virginia	10.4%	76.7%	34.5%	17.3%	58.2%	17.6%	23.1%	60.4%	24.5%	17.1%	70.9%	29.9%
Wyoming	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### English Success in 4-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP									
Arkansas	24.8%	75.6%	62.8%	55.5%	75.6%	55.4%	13.5%	72.8%	55.3%	24.2%	92.0%	61.5%
California (CSU system only)	17.1%	88.6%	NP	10.0%	88.9%	NP	11.8%	90.0%	NP	24.9%	91.0%	NP
Colorado	4.9%	86.5%	51.0%	6.0%	117.9%	69.2%	1.7%	94.0%	58.6%	3.5%	89.2%	54.9%
Florida	NP	NP	NP									
Georgia	5.0%	72.6%	62.9%	7.4%	66.9%	52.8%	2.7%	77.3%	57.4%	2.9%	62.5%	53.8%
Hawaii	NP	NP	NP									
Idaho	7.5%	88.9%	55.6%	11.8%	100.0%	NP	3.9%	74.5%	39.4%	6.6%	80.0%	52.0%
Illinois	2.8%	50.0%	43.3%	4.8%	62.0%	49.3%	1.2%	79.7%	75.0%	3.0%	47.4%	41.4%
Indiana	1.1%	62.5%	NP	1.4%	35.7%	NP	0.2%	21.0%	NP	7.4%	92.8%	NP
Kentucky	4.9%	75.0%	NP	8.2%	89.9%	8.1%	4.8%	84.3%	14.0%	5.7%	94.2%	15.4%
Louisiana	5.7%	88.9%	48.1%	10.6%	74.0%	30.4%	2.9%	80.8%	54.0%	7.4%	87.7%	56.1%
Maryland	0.8%	NP	NP	1.9%	NP	NP	0.2%	NP	NP	0.6%	NP	NP
Massachusetts	4.7%	80.0%	66.7%	7.5%	83.3%	79.2%	3.8%	86.7%	79.0%	3.1%	73.3%	73.3%
Mississippi	5.5%	100.0%	NP	8.2%	81.7%	NP	2.3%	83.8%	NP	4.9%	90.9%	NP
Missouri	3.0%	NP	NP	10.4%	NP	NP	2.5%	NP	NP	3.3%	NP	NP
Nevada	9.2%	86.3%	70.6%	8.3%	88.9%	66.7%	6.8%	91.1%	83.4%	6.8%	89.9%	77.2%
New Mexico	5.7%	71.7%	NP	5.2%	87.5%	NP	3.8%	80.9%	NP	3.4%	94.7%	NP
North Carolina	1.8%	93.3%	86.7%	4.9%	93.0%	78.4%	0.3%	93.0%	82.5%	1.8%	95.6%	66.7%
Ohio	7.0%	63.9%	50.8%	12.5%	62.5%	54.2%	4.9%	76.4%	66.5%	7.1%	71.1%	60.2%
Oklahoma	5.4%	69.2%	46.2%	3.5%	60.9%	70.3%	2.2%	70.9%	49.0%	4.3%	83.8%	56.3%
Oregon	NP	NP	NP									
Pennsylvania (PASSHE system only)	13.3%	79.4%	63.2%	15.3%	77.5%	72.7%	5.8%	89.7%	77.0%	10.0%	82.7%	75.6%
South Dakota	NP	NP	NP	NP	NP	NP	4.6%	81.9%	70.2%	8.1%	74.4%	64.1%
Tennessee	NP	NP	NP									
Texas	4.8%	66.5%	54.9%	7.2%	58.8%	47.2%	1.1%	67.5%	55.8%	3.2%	73.4%	62.5%
Utah	3.3%	81.0%	47.6%	2.7%	100.0%	25.0%	1.5%	86.0%	47.1%	2.4%	89.4%	34.0%
Virginia	NP	NP	NP	NP	NP	NP	0.1%	86.4%	54.5%	NP	NP	NP
Washington	0.7%	NP	NP	3.4%	NP	NP	0.3%	NP	NP	0.3%	NP	NP
West Virginia	1.4%	50.0%	0.0%	7.9%	74.4%	65.1%	2.1%	75.1%	51.4%	4.1%	93.3%	66.7%
Wyoming	NP	NP	NP									

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### English Success in 4-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Arkansas	21.2%	76.7%	57.3%	49.2%	69.1%	42.2%	37.7%	71.4%	59.1%	NP	NP	NP
California (CSU system only)	17.0%	90.2%	NP	22.1%	79.6%	NP	7.0%	83.3%	NP	19.0%	90.3%	NP
Colorado	2.0%	96.6%	59.7%	8.3%	80.3%	45.1%	8.6%	80.6%	51.6%	4.4%	99.4%	66.3%
Florida	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Georgia	3.7%	74.5%	58.7%	6.6%	58.3%	36.9%	5.5%	48.3%	31.5%	6.3%	70.1%	53.5%
Hawaii	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Idaho	4.8%	83.0%	46.1%	5.3%	64.6%	43.1%	2.2%	63.2%	26.3%	5.9%	83.5%	45.5%
Illinois	1.9%	64.1%	58.2%	5.2%	63.2%	34.2%	3.5%	42.9%	42.9%	3.9%	71.1%	58.4%
Indiana	0.8%	71.6%	NP	3.3%	83.0%	NP	1.5%	75.8%	NP	1.0%	46.7%	NP
Kentucky	5.2%	86.7%	13.4%	6.3%	64.4%	6.7%	4.4%	86.8%	11.8%	4.0%	87.4%	10.3%
Louisiana	5.0%	80.3%	42.5%	10.0%	61.4%	30.7%	11.5%	69.3%	42.7%	8.3%	75.8%	34.5%
Maryland	0.8%	NP	NP	2.0%	NP	NP	1.8%	NP	NP	1.7%	NP	NP
Massachusetts	4.1%	85.5%	78.2%	0.0%	NP	NP	2.5%	0.0%	0.0%	5.5%	76.5%	66.2%
Mississippi	4.5%	84.4%	NP	9.0%	60.9%	NP	3.3%	50.0%	NP	7.0%	82.1%	NP
Missouri	3.2%	NP	NP	6.5%	NP	NP	5.4%	NP	NP	6.0%	NP	NP
Nevada	7.0%	89.7%	78.6%	8.8%	90.9%	78.2%	0.0%	NP	NP	NP	NP	NP
New Mexico	4.6%	77.9%	NP	9.9%	83.3%	NP	17.9%	62.5%	NP	9.0%	80.7%	NP
North Carolina	1.6%	93.3%	79.8%	1.8%	93.8%	NP	NP	NP	NP	3.9%	91.8%	77.4%
Ohio	5.9%	73.2%	64.2%	10.8%	57.6%	39.2%	7.8%	58.8%	45.1%	10.3%	65.2%	54.8%
Oklahoma	2.5%	82.8%	63.1%	5.5%	53.7%	28.0%	4.5%	35.0%	20.0%	3.7%	69.6%	54.0%
Oregon	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Pennsylvania (PASSHE system only)	7.1%	86.6%	77.1%	10.4%	74.0%	49.4%	6.2%	81.3%	43.8%	9.9%	80.8%	71.3%
South Dakota	5.1%	81.3%	69.6%	7.3%	NP	NP	NP	NP	NP	6.5%	75.0%	63.1%
Tennessee	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Texas	2.9%	66.1%	54.3%	6.9%	48.9%	39.4%	4.8%	36.4%	36.4%	5.3%	66.2%	54.4%
Utah	1.5%	84.6%	43.4%	2.4%	92.1%	49.2%	2.2%	82.6%	34.8%	NP	NP	NP
Virginia	0.1%	83.3%	50.0%	NP	NP	NP	NP	NP	NP	0.2%	83.3%	NP
Washington	0.6%	NP	NP	0.0%	NP	NP	0.1%	NP	NP	0.9%	NP	NP
West Virginia	2.3%	75.4%	54.1%	5.0%	80.8%	57.7%	5.2%	75.0%	50.0%	3.6%	71.8%	47.6%
Wyoming	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### Mathematics and English Success in 4-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP									
Arkansas	17.1%	55.6%	50.0%	45.3%	44.3%	34.8%	8.5%	45.1%	37.5%	10.4%	74.2%	49.5%
California (CSU system only)	48.2%	54.9%	NP	61.5%	36.8%	NP	17.3%	54.9%	NP	30.1%	58.2%	NP
Colorado	6.0%	45.7%	7.0%	8.4%	31.5%	5.6%	1.7%	56.5%	11.5%	3.7%	56.0%	2.8%
Florida	NP	NP	NP									
Georgia	6.3%	43.0%	25.3%	13.4%	34.4%	16.8%	4.0%	39.7%	16.9%	1.9%	42.3%	19.2%
Hawaii	NP	NP	NP									
Idaho	14.0%	74.6%	35.8%	NP	NP	NP	4.7%	66.7%	23.6%	6.7%	54.9%	17.6%
Illinois	6.1%	26.7%	13.7%	5.4%	40.2%	19.5%	0.6%	44.1%	28.0%	2.5%	29.2%	16.7%
Indiana	0.4%	66.7%	NP	1.3%	34.2%	NP	0.2%	58.5%	NP	1.3%	34.0%	NP
Kentucky	7.7%	84.2%	15.8%	34.5%	84.1%	6.3%	8.0%	85.2%	22.6%	7.7%	91.4%	20.0%
Louisiana	1.3%	50.0%	33.3%	7.9%	42.5%	15.3%	1.5%	46.9%	23.2%	2.3%	50.0%	19.4%
Maryland	1.6%	NP	NP	10.8%	NP	NP	0.4%	NP	NP	1.6%	NP	NP
Massachusetts	5.0%	81.3%	12.5%	2.8%	66.7%	33.3%	1.6%	80.0%	45.9%	1.2%	66.7%	33.3%
Mississippi	2.2%	0.0%	NP	16.4%	64.6%	NP	1.4%	80.3%	NP	2.2%	20.0%	NP
Missouri	3.4%	NP	NP	13.1%	NP	NP	2.5%	NP	NP	2.7%	NP	NP
Nevada	6.2%	79.4%	55.9%	11.4%	59.5%	24.3%	5.9%	61.9%	40.1%	6.1%	59.2%	33.8%
New Mexico	13.1%	69.9%	NP	11.4%	82.9%	NP	6.5%	78.7%	NP	6.8%	86.8%	NP
North Carolina	NP	NP	NP	2.4%	81.7%	62.8%	NP	NP	NP	NP	NP	NP
Ohio	7.7%	26.9%	16.4%	20.5%	27.9%	13.1%	3.9%	42.7%	21.2%	6.1%	33.7%	18.0%
Oklahoma	15.2%	43.2%	11.7%	21.9%	40.8%	10.9%	5.6%	50.8%	15.9%	10.4%	52.5%	17.0%
Oregon	NP	NP	NP									
Pennsylvania (PASSHE system only)	20.0%	57.8%	5.9%	25.5%	56.1%	9.1%	10.9%	77.2%	3.6%	15.9%	67.2%	6.0%
South Dakota	NP	NP	NP	21.6%	NP	NP	8.4%	63.7%	34.3%	18.2%	55.7%	23.9%
Tennessee	NP	NP	NP									
Texas	9.2%	34.6%	20.0%	14.2%	37.1%	18.7%	2.3%	54.2%	30.7%	3.0%	50.8%	33.5%
Utah	4.7%	80.0%	26.7%	10.1%	66.7%	6.7%	2.1%	75.8%	21.1%	4.3%	84.7%	15.3%
Virginia	NP	NP	NP									
Washington	1.0%	NP	NP	1.4%	NP	NP	0.4%	NP	NP	0.4%	NP	NP
West Virginia	4.3%	83.3%	33.3%	26.6%	57.2%	13.1%	4.8%	59.6%	17.7%	4.4%	56.3%	25.0%
Wyoming	NP	NP	NP									

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### Mathematics and English Success in 4-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Arkansas	14.8%	46.1%	37.0%	36.5%	47.5%	33.3%	28.9%	46.6%	41.5%	NP	NP	NP
California (CSU system only)	32.4%	53.8%	NP	46.0%	32.7%	NP	72.1%	11.3%	NP	50.2%	51.2%	NP
Colorado	2.2%	53.6%	8.4%	8.3%	46.5%	8.5%	8.6%	32.3%	6.5%	6.4%	46.3%	7.4%
Florida	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Georgia	4.7%	41.8%	19.4%	18.4%	28.4%	11.8%	21.9%	24.2%	12.1%	12.5%	34.1%	16.8%
Hawaii	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Idaho	5.1%	67.2%	28.3%	7.2%	61.4%	15.9%	6.2%	70.4%	25.9%	8.6%	65.9%	27.8%
Illinois	1.8%	33.6%	18.9%	3.7%	55.6%	25.9%	5.0%	30.0%	10.0%	3.4%	41.0%	23.7%
Indiana	0.3%	48.1%	NP	1.3%	41.2%	NP	0.9%	38.1%	NP	0.9%	48.7%	NP
Kentucky	10.0%	85.9%	17.6%	24.2%	78.5%	12.2%	11.1%	84.2%	17.0%	6.7%	90.2%	12.7%
Louisiana	2.4%	46.3%	18.1%	9.7%	38.8%	15.3%	22.3%	41.1%	19.2%	6.6%	44.0%	17.8%
Maryland	4.5%	NP	NP	4.1%	NP	NP	3.0%	NP	NP	9.4%	NP	NP
Massachusetts	1.7%	80.0%	40.9%	3.7%	60.0%	20.0%	2.5%	0.0%	0.0%	2.2%	75.0%	28.6%
Mississippi	6.9%	67.4%	NP	12.9%	42.4%	NP	11.7%	42.9%	NP	14.6%	63.4%	NP
Missouri	3.2%	NP	NP	10.9%	NP	NP	11.0%	NP	NP	9.3%	NP	NP
Nevada	6.4%	64.0%	38.4%	6.1%	57.9%	39.5%	7.1%	NP	0.0%	NP	NP	NP
New Mexico	9.0%	74.6%	NP	28.0%	74.5%	NP	32.8%	63.6%	NP	19.1%	77.6%	NP
North Carolina	0.6%	83.9%	NP	1.4%	NP	NP	6.1%	NP	NP	1.8%	80.7%	63.3%
Ohio	5.5%	36.3%	18.8%	19.3%	28.7%	9.0%	22.4%	35.4%	12.9%	14.0%	29.7%	12.7%
Oklahoma	6.6%	53.6%	17.9%	20.5%	35.9%	8.5%	19.8%	40.7%	7.9%	15.4%	50.3%	15.6%
Oregon	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Pennsylvania (PASSHE system only)	12.6%	72.2%	5.0%	20.2%	57.0%	4.0%	22.9%	72.9%	6.8%	18.4%	63.1%	6.1%
South Dakota	8.8%	64.2%	33.0%	15.7%	39.3%	NP	30.4%	51.6%	NP	13.4%	53.5%	26.7%
Tennessee	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Texas	5.5%	41.8%	23.5%	13.1%	24.9%	11.3%	14.9%	14.7%	5.9%	10.2%	34.6%	18.4%
Utah	1.8%	71.7%	19.4%	5.4%	85.3%	20.3%	2.9%	80.0%	16.7%	NP	NP	NP
Virginia	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Washington	0.7%	NP	NP	0.1%	NP	NP	0.1%	NP	NP	0.6%	NP	NP
West Virginia	5.3%	60.3%	17.1%	12.2%	48.4%	17.2%	20.5%	61.7%	14.9%	12.0%	56.0%	14.9%
Wyoming	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP

NP = The state did not provide data for this metric.

## REMEDIAL EDUCATION

### Total Success in 4-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP									
Arkansas	NP	NP	NP									
California (CSU system only)	75.0%	66.1%	NP	83.1%	48.4%	NP	41.0%	72.7%	NP	62.3%	74.2%	NP
Colorado	18.7%	61.5%	19.8%	21.6%	61.9%	23.7%	6.8%	69.1%	25.1%	12.5%	68.4%	19.2%
Florida	NP	NP	NP									
Georgia	20.6%	54.1%	40.9%	33.0%	47.0%	34.1%	13.7%	55.6%	36.2%	9.3%	51.0%	34.2%
Hawaii	NP	NP	NP									
Idaho	36.0%	70.9%	49.4%	32.4%	69.7%	51.5%	18.1%	64.1%	40.4%	20.8%	65.0%	43.9%
Illinois	NP	NP	NP									
Indiana	19.6%	58.9%	NP	24.1%	44.8%	NP	10.6%	57.6%	NP	15.9%	73.3%	NP
Kentucky	31.2%	83.1%	9.1%	62.2%	80.7%	5.9%	28.9%	79.3%	16.3%	24.3%	89.5%	12.3%
Louisiana	18.7%	77.5%	38.2%	35.7%	62.1%	27.0%	13.4%	69.4%	39.3%	18.4%	73.1%	46.3%
Maryland	16.1%	NP	NP	52.1%	NP	NP	9.3%	NP	NP	10.3%	NP	NP
Massachusetts	41.8%	83.5%	39.8%	46.4%	82.6%	44.3%	25.2%	78.6%	52.2%	18.6%	84.6%	57.1%
Mississippi	11.0%	80.0%	DS	40.2%	72.2%	52.1%	9.5%	74.9%	52.5%	14.3%	65.6%	59.4%
Missouri	12.5%	NP	NP	38.1%	NP	NP	11.1%	NP	NP	12.7%	NP	NP
Nevada	34.8%	83.9%	45.3%	37.2%	67.8%	33.9%	27.6%	77.5%	50.8%	27.3%	76.7%	49.5%
New Mexico	16.0%	70.9%	NP	13.0%	82.5%	NP	7.6%	77.5%	NP	9.7%	87.0%	NP
North Carolina	3.6%	90.3%	74.2%	13.7%	86.3%	69.6%	2.2%	87.1%	69.6%	4.2%	89.7%	71.0%
Ohio	29.1%	50.8%	32.5%	53.9%	44.2%	28.6%	20.4%	62.9%	43.0%	24.1%	54.0%	36.7%
Oklahoma	37.1%	63.0%	24.8%	57.3%	60.0%	20.3%	22.8%	66.9%	30.6%	31.5%	71.7%	30.7%
Oregon	13.5%	82.8%	60.9%	19.1%	82.1%	59.0%	11.9%	80.5%	61.4%	8.5%	83.1%	62.8%
Pennsylvania (PASSHE system only)	44.0%	60.4%	28.4%	58.1%	59.3%	32.3%	22.8%	77.8%	32.2%	34.2%	69.0%	34.0%
South Dakota	56.3%	70.4%	44.4%	80.4%	58.5%	36.6%	32.0%	72.3%	45.0%	51.4%	63.1%	34.5%
Tennessee	NP	NP	NP									
Texas	33.5%	45.2%	29.9%	45.1%	46.5%	28.8%	13.2%	55.1%	35.5%	12.6%	56.8%	44.2%
Utah	28.6%	86.7%	32.0%	40.5%	61.7%	15.0%	17.4%	81.4%	34.5%	18.9%	83.6%	27.6%
Virginia	NP	NP	NP	0.3%	83.3%	NP	0.4%	79.5%	36.4%	NP	NP	NP
Washington	7.1%	NP	NP	11.2%	NP	NP	4.8%	NP	NP	3.4%	NP	NP
West Virginia	10.6%	73.3%	26.7%	48.9%	64.0%	27.7%	18.0%	70.8%	31.0%	16.9%	72.1%	32.8%
Wyoming	NP	NP	NP									

NP = The state did not provide data for this metric.

DS = Fewer than 10 students, so data suppressed.

## REMEDIAL EDUCATION

### Total Success in 4-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Arkansas	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
California (CSU system only)	59.3%	68.9%	NP	75.2%	49.8%	NP	83.7%	20.8%	NP	77.3%	63.9%	NP
Colorado	8.1%	67.7%	26.2%	26.2%	63.4%	23.2%	31.5%	62.8%	28.3%	19.3%	65.0%	22.4%
Florida	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Georgia	14.4%	55.3%	38.6%	49.6%	40.8%	25.4%	63.3%	43.5%	28.1%	31.5%	48.0%	33.6%
Hawaii	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Idaho	17.2%	67.8%	45.5%	25.6%	56.1%	31.2%	26.3%	68.4%	45.6%	28.9%	63.8%	42.3%
Illinois	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Indiana	11.2%	59.6%	NP	20.8%	48.5%	NP	21.1%	53.7%	NP	20.2%	50.3%	NP
Kentucky	31.6%	80.4%	13.7%	47.0%	73.1%	13.2%	29.8%	80.8%	17.6%	27.5%	81.4%	10.9%
Louisiana	17.8%	68.9%	35.6%	39.5%	53.5%	21.8%	55.2%	54.0%	29.1%	31.1%	63.4%	30.4%
Maryland	25.2%	NP	NP	26.7%	NP	NP	18.9%	NP	NP	45.9%	NP	NP
Massachusetts	26.4%	80.2%	51.4%	28.1%	63.2%	28.9%	37.5%	53.3%	46.7%	32.4%	81.1%	42.9%
Mississippi	21.1%	74.6%	53.9%	31.4%	46.3%	28.8%	30.0%	22.2%	DS	35.7%	71.3%	50.7%
Missouri	12.8%	NP	NP	30.3%	NP	NP	35.5%	NP	NP	28.4%	NP	NP
Nevada	28.8%	78.2%	48.2%	31.0%	72.7%	48.5%	21.4%	66.7%	0.0%	NP	NP	NP
New Mexico	11.0%	74.5%	NP	30.8%	76.8%	NP	38.8%	71.2%	NP	22.5%	77.6%	NP
North Carolina	5.1%	87.5%	71.8%	7.9%	81.2%	40.6%	20.8%	70.7%	46.3%	10.6%	86.4%	69.3%
Ohio	23.6%	58.4%	40.3%	52.4%	42.5%	20.3%	55.3%	47.1%	23.4%	43.2%	47.8%	29.4%
Oklahoma	24.5%	70.9%	31.9%	51.2%	53.0%	15.8%	53.4%	55.1%	19.5%	43.8%	67.6%	26.6%
Oregon	11.0%	80.3%	61.7%	17.8%	85.7%	55.7%	32.7%	93.9%	66.7%	100.0%	82.4%	62.3%
Pennsylvania (PASSHE system only)	26.9%	73.2%	32.8%	42.7%	58.4%	23.2%	49.2%	74.8%	31.5%	40.4%	65.0%	30.6%
South Dakota	32.3%	72.0%	44.5%	66.9%	58.8%	32.8%	86.3%	62.5%	35.2%	44.7%	63.9%	0.0%
Tennessee	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Texas	22.0%	50.0%	32.8%	37.3%	34.5%	19.1%	49.0%	33.0%	19.6%	35.0%	45.9%	29.4%
Utah	13.7%	78.3%	31.7%	31.8%	85.9%	32.4%	28.4%	85.0%	38.8%	NP	NP	NP
Virginia	0.3%	79.0%	36.0%	0.2%	92.3%	NP	NP	NP	NP	0.6%	76.9%	33.3%
Washington	6.5%	NP	NP	1.5%	NP	NP	1.7%	NP	NP	6.6%	NP	NP
West Virginia	18.0%	71.8%	31.9%	34.5%	58.0%	23.2%	48.9%	62.5%	23.2%	32.8%	65.5%	26.3%
Wyoming	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP

NP = The state did not provide data for this metric.

DS = Fewer than 10 students, so data suppressed.

## GRADUATION RATES OF FULL-TIME STUDENTS ENROLLING IN REMEDIAL EDUCATION

	Certificates			Associate degrees		
	Entry cohort, started fall 2005	In 2 years		Entry cohort, started fall 2004	In 3 years	
Arizona	NP	NP	NP	NP	NP	NP
Arkansas	389	78	20.1%	4,219	396	9.4%
California (CSU system only)	NP	NP	NP	NP	NP	NP
Colorado	DS	DS	DS	3,061	281	9.2%
Florida	442	40	9.0%	19,413	1,818	9.4%
Georgia	2,065	330	16.0%	5,701	410	7.2%
Hawaii	21	DS	DS	1,852	191	10.3%
Idaho	200	36	18.0%	635	81	12.8%
Illinois	1,080	98	9.1%	12,891	1,806	14.0%
Indiana	243	52	21.4%	5,106	470	9.2%
Kentucky	57	19	33.3%	4,104	226	5.5%
Louisiana	612	72	11.8%	3,992	109	2.7%
Maryland	NP	NP	NP	6,019	603	10.0%
Massachusetts	DS	DS	DS	6,756	693	10.3%
Mississippi	121	42	34.7%	8,953	1,188	13.3%
Missouri	DS	DS	DS	1,473	342	23.2%
Nevada	NP	NP	NP	825	80	9.7%
New Mexico*	4,645	8.3	1.8%	4,757	326	6.9%
North Carolina	326	62	19.0%	7,822	762	9.7%
Ohio	573	67	11.7%	14,988	955	6.4%
Oklahoma	39	DS	0.0%	6,385	587	9.2%
Oregon	61	21	34.4%	2,970	410	13.8%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP
South Dakota**	NP	NP	NP	200	11	5.5%
Tennessee	NP	NP	NP	8,017	1,006	12.6%
Texas	34,707	700	2.0%	35,974	2,080	5.8%
Utah	20	NP	NP	2,525	NP	NP
Virginia	718	16	2.0%	6,520	801	12.0%
Washington	1,146	229	20.0%	8,806	1,997	22.7%
West Virginia	DS	DS	DS	2,450	207	8.4%
Wyoming	DS	DS	DS	1,560	339	21.7%

\* New Mexico data show graduation rates for two years, rather than 1.5 years.

\*\* South Dakota does not have public two-year colleges. The state offers associate degrees at four-year colleges.

NP = The state did not provide data for this metric.

DS = Fewer than 10 students, so data suppressed.

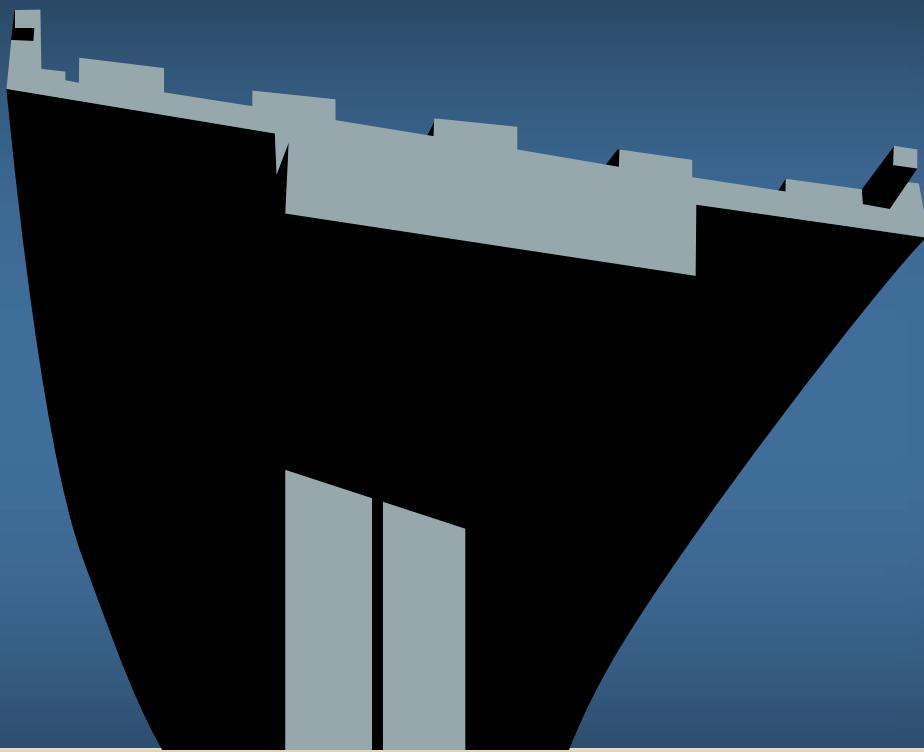
## GRADUATION RATES OF FULL-TIME STUDENTS ENROLLING IN REMEDIAL EDUCATION

	Bachelor's degrees		
	Entry cohort, started fall 2002	In 6 years	
Arizona	NP	NP	NP
Arkansas	4,316	955	22.1%
California (CSU system only)	23,080	10,620	46.0%
Colorado	1,734	377	21.7%
Florida	NP	NP	NP
Georgia	1,132	280	24.7%
Hawaii	13	DS	DS
Idaho	938	196	20.9%
Illinois	3,360	916	27.3%
Indiana	5,624	2,318	41.2%
Kentucky	5,659	1,819	32.1%
Louisiana	5,491	1,223	22.3%
Maryland	2,010	980	48.8%
Massachusetts	2,028	1,038	51.2%
Mississippi	1,888	686	36.3%
Missouri	433	179	41.3%
Nevada	223	82	36.8%
New Mexico	4,408	303	6.87%
North Carolina	3,209	1,586	49.4%
Ohio	7,760	2,625	33.8%
Oklahoma	2,675	819	30.6%
Oregon	1,257	635	50.5%
Pennsylvania (PASSHE system only)	NP	NP	NP
South Dakota	1,298	489	37.7%
Tennessee	4,996	2,220	44.4%
Texas	14,385	4,263	29.6%
Utah	312	73	23.4%
Virginia	721	292	40.0%
Washington	NP	NP	NP
West Virginia	2,700	859	31.8%
Wyoming	DS	DS	DS

NP = The state did not provide data for this metric.

DS = Fewer than 10 students, so data suppressed.





# PART 3:

# State Profiles

# ARIZONA

**KNOW THIS**

**Too many entering freshmen need remediation.**

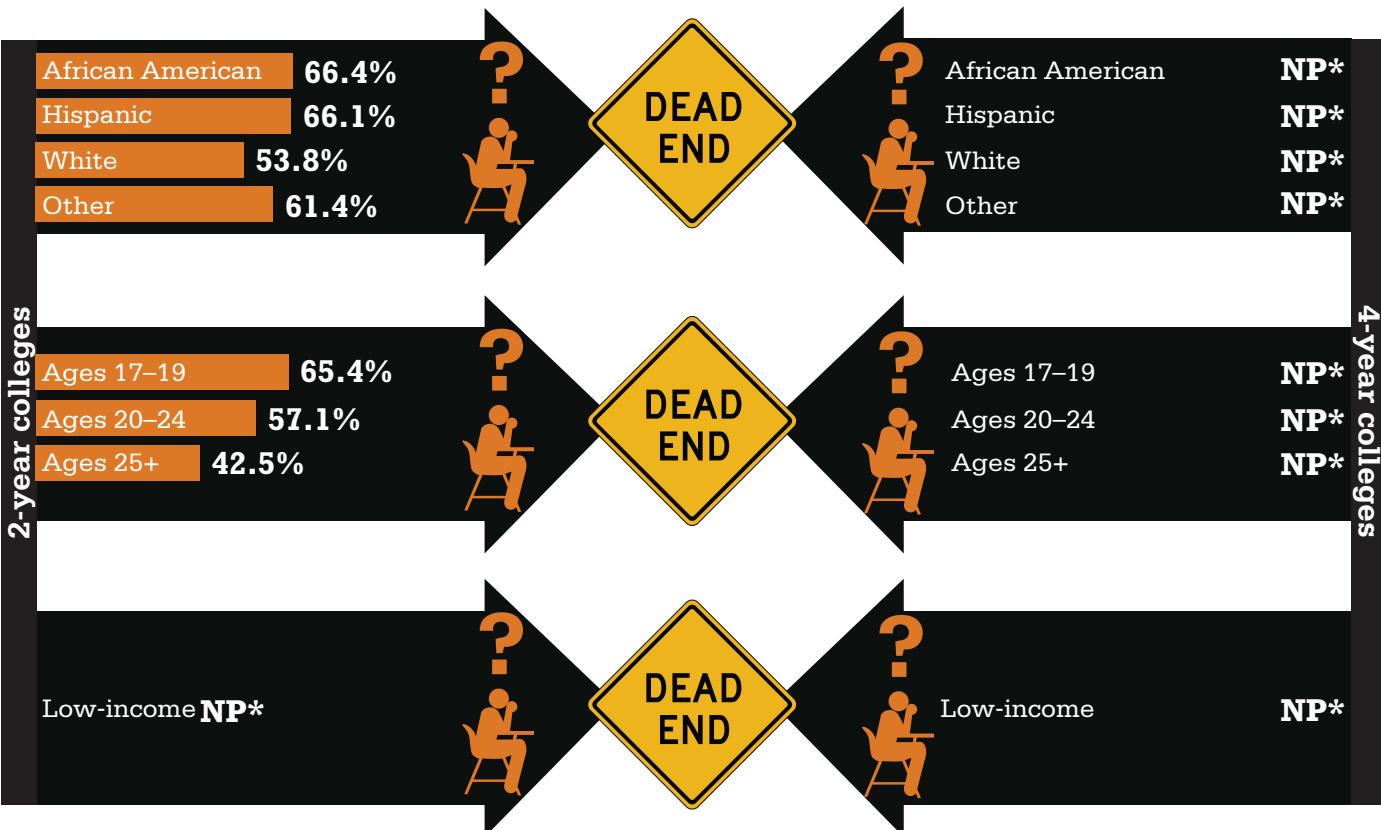
**59.3%** of those entering a 2-year college enrolled in remediation

**NP\*** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation

**DO THIS!**

**Strengthen high school so that students are actually prepared for college.**

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**59.3%** of freshmen enrolled in remediation. **Of those ...**



26.7%

**Complete remediation**

12.8%

**Complete remediation and associated college-level courses in two years**

NP\*

**Graduate within 3 years**

African American	18.8%	9.3%	
Hispanic	25.3%	13.3%	
White	29.4%	13.4%	
Other	24.7%	10.1%	
17–19	29.4%	15.2%	Disaggregated data for this cohort are not yet available.
20–24	21.6%	8.2%	
25+	21.6%	7.5%	
Low-income	NP*	NP*	

## 4-Year Colleges

**NP\*** of freshmen enrolled in remediation. **Of those ...**

**NP\***  
**Complete remediation****NP\***  
**Complete remediation and associated college-level courses in two years****NP\***  
**Graduate within 6 years**

African American	NP*	NP*	
Hispanic	NP*	NP*	
White	NP*	NP*	Disaggregated data for this cohort are not yet available.
Other	NP*	NP*	
17–19	NP*	NP*	
20–24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO  
THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

NP\* = The state did not provide data for this metric.

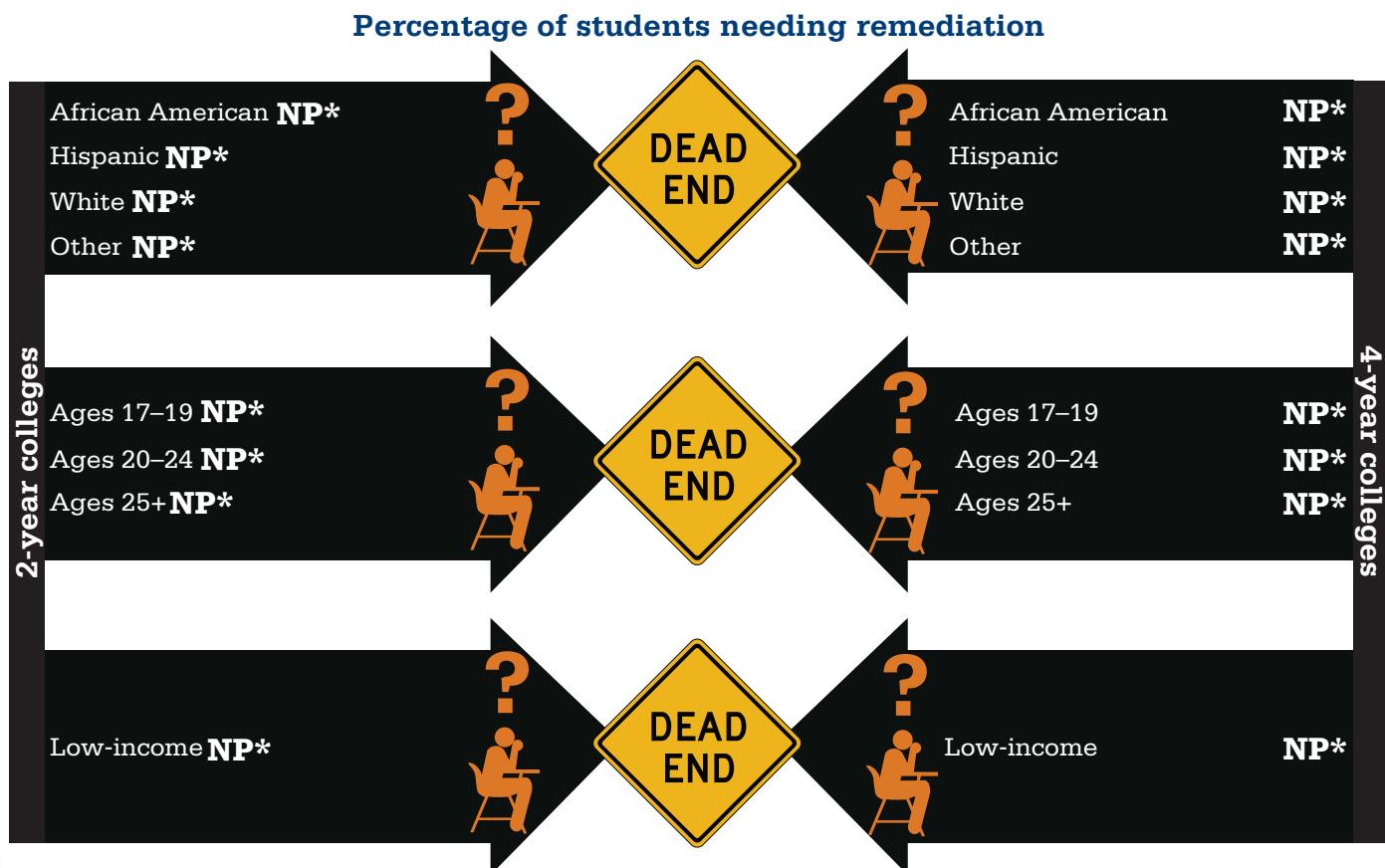
## KNOW THIS

Too many entering freshmen need remediation.

**NP\*** of those entering a 2-year college enrolled in remediation

**NP\*** of those entering a 4-year college enrolled in remediation

If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**NP\*** of freshmen enrolled in remediation. **Of those ...**

NP*	NP*	NP*
<b>Complete remediation</b>	<b>Complete remediation and associated college-level courses in two years</b>	<b>Graduate within 3 years</b>
African American	NP*	NP*
Hispanic	NP*	NP*
White	NP*	NP*
Other	NP*	NP*
17–19	NP*	NP*
20–24	NP*	NP*
25+	NP*	NP*
Low-income	NP*	NP*



9.4%

**Graduate within 3 years**

Disaggregated data for this cohort are not yet available.

## 4-Year Colleges

**NP\*** of freshmen enrolled in remediation. **Of those ...**

NP*	NP*	NP*
<b>Complete remediation</b>	<b>Complete remediation and associated college-level courses in two years</b>	<b>Graduate within 6 years</b>
African American	NP*	NP*
Hispanic	NP*	NP*
White	NP*	NP*
Other	NP*	NP*
17–19	NP*	NP*
20–24	NP*	NP*
25+	NP*	NP*
Low-income	NP*	NP*



22.1%

**Graduate within 6 years**

Disaggregated data for this cohort are not yet available.

## DO THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

NP\* = The state did not provide data for this metric.

# CALIFORNIA

**KNOW THIS**

Too many entering freshmen need remediation.

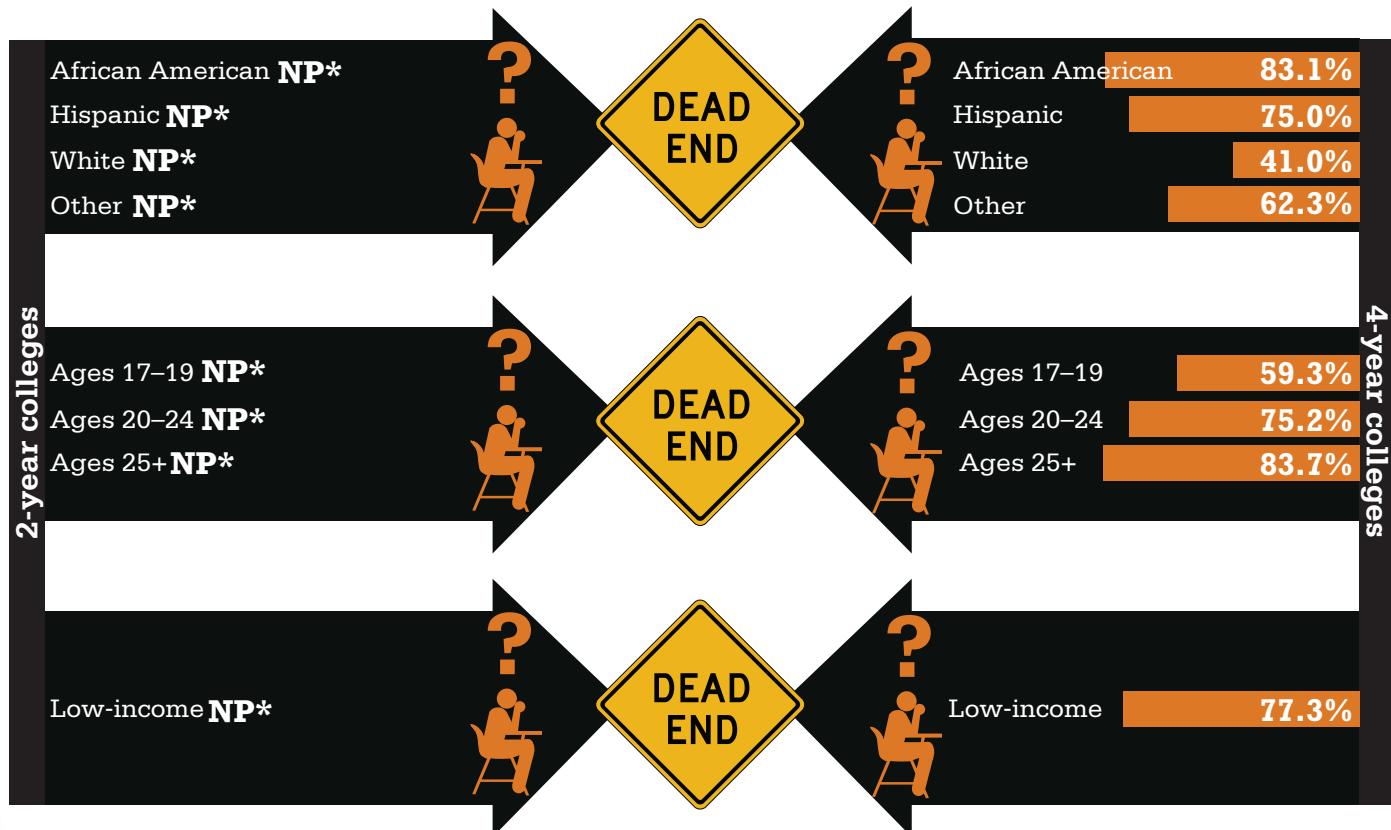
**NP\*** of those entering a 2-year college enrolled in remediation

**59.6%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



**DO  
THIS!**

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**NP\*** of freshmen enrolled in remediation. **Of those ...**

	<b>NP*</b> <b>Complete remediation</b>	<b>NP*</b> <b>Complete remediation and associated college- level courses in two years</b>	<b>NP*</b> <b>Graduate within 3 years</b>
African American	NP*	NP*	
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17–19	NP*	NP*	Disaggregated data for this cohort are not yet available.
20–24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

## 4-Year Colleges

**59.6%** of freshmen enrolled in remediation. **Of those ...**

	 <b>68.4%</b> <b>Complete remediation</b>	 <b>NP*</b> <b>Complete remediation and associated college- level courses in two years</b>	 <b>46.0%</b> <b>Graduate within 6 years</b>
African American	48.4%	NP*	
Hispanic	66.1%	NP*	
White	72.7%	NP*	
Other	74.2%	NP*	
17–19	68.9%	NP*	Disaggregated data for this cohort are not yet available.
20–24	49.8%	NP*	
25+	20.8%	NP*	
Low-income	63.9%	NP*	

DO  
THIS!

**Put students into credit-bearing gateway  
courses with built-in supports.**

*NP\* = The state did not provide data for this metric.*

## KNOW THIS

## Too many entering freshmen need remediation.

**35.3%** of those entering a 2-year college enrolled in remediation

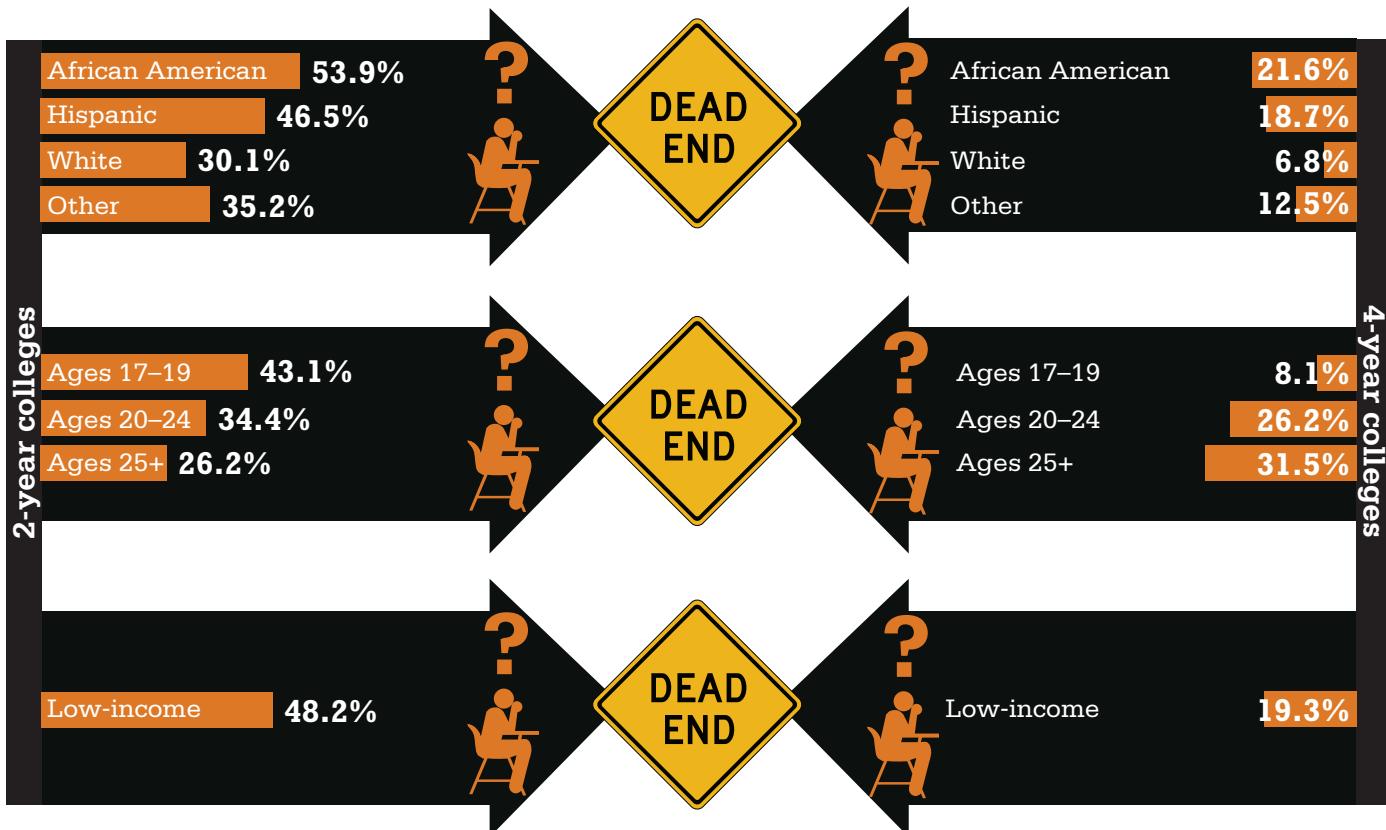


**9.3%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**35.3%** of freshmen enrolled in remediation. **Of those ...**



**66.1%**  
**Complete  
remediation**



**65.3%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**9.2%**  
**Graduate within  
3 years**

African American	53.0%	44.0%	
Hispanic	64.8%	59.5%	
White	68.4%	71.2%	
Other	70.6%	70.4%	
17–19	64.0%	62.4%	<b>Disaggregated data for this cohort are not yet available.</b>
20–24	64.4%	64.7%	
25+	71.9%	71.3%	
Low-income	67.0%	57.4%	

## 4-Year Colleges

**9.3%** of freshmen enrolled in remediation. **Of those ...**



**66.9%**  
**Complete  
remediation**



**22.9%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**21.7%**  
**Graduate within  
6 years**

African American	61.9%	23.7%	
Hispanic	61.5%	19.8%	
White	69.1%	25.1%	
Other	68.4%	19.2%	
17–19	67.7%	26.2%	<b>Disaggregated data for this cohort are not yet available.</b>
20–24	63.4%	23.2%	
25+	62.8%	28.3%	
Low-income	65.0%	22.4%	

DO  
THIS!

**Put students into credit-bearing gateway  
courses with built-in supports.**

## KNOW THIS

## Too many entering freshmen need remediation.

**61.0%** of those entering a 2-year college enrolled in remediation

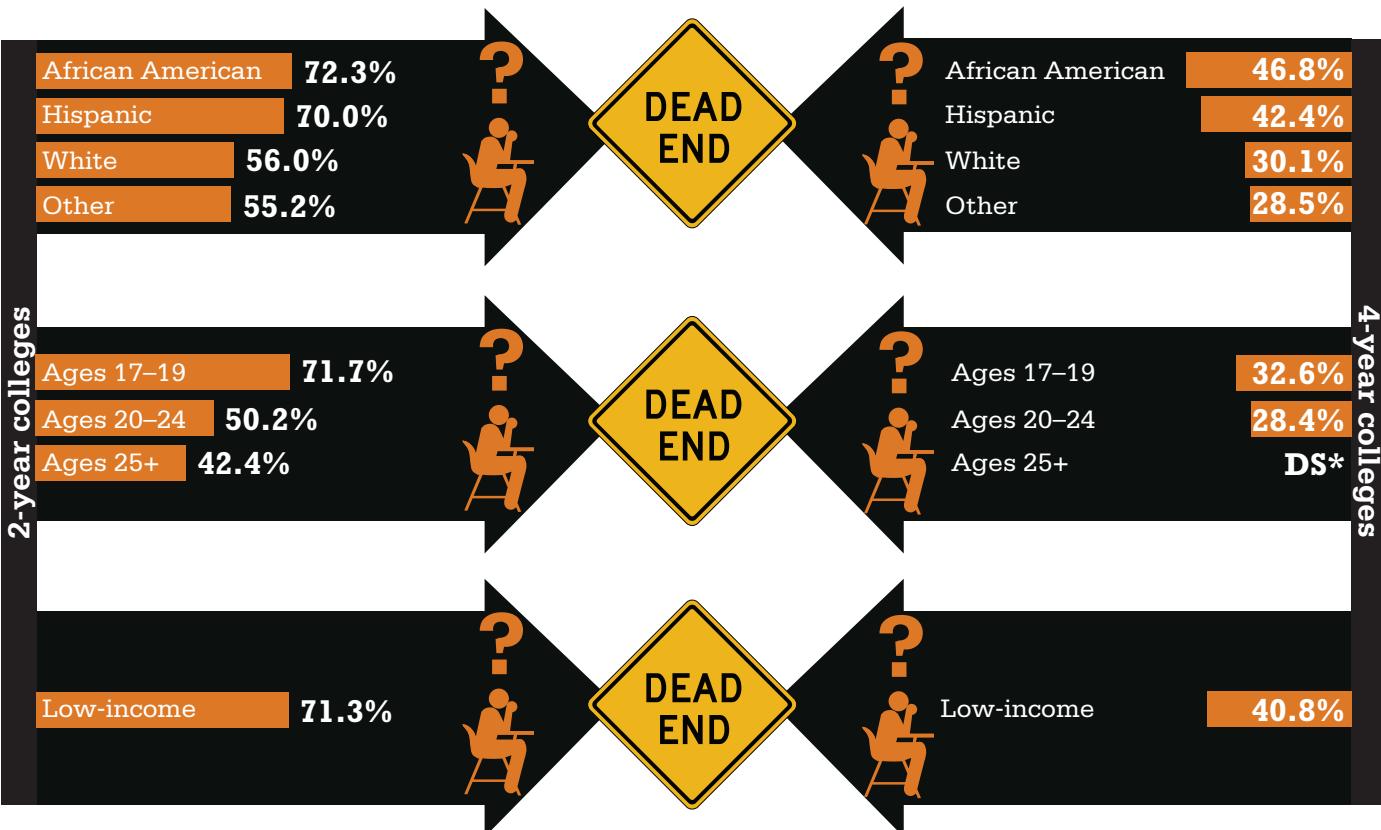


**32.3%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

**KNOW THIS** Very few make it to graduation day.
**2-Year Colleges**

**61.0%** of freshmen enrolled in remediation. **Of those ...**



48.0%

**Complete remediation**

26.1%

**Complete remediation and associated college-level courses in two years**

7.8%

**Graduate within 3 years**

African American	37.9%	18.4%	Disaggregated data for this cohort are not yet available.
Hispanic	43.8%	21.2%	
White	52.6%	30.0%	
Other	52.5%	31.6%	
17–19	47.5%	24.7%	
20–24	44.1%	24.1%	
25+	54.7%	34.9%	
Low-income	42.2%	21.7%	

**4-Year Colleges**

**32.3%** of freshmen enrolled in remediation. **Of those ...**



86.2%

**Complete remediation**

67.4%

**Complete remediation and associated college-level courses in two years**

42.1%

**Graduate within 6 years**

African American	81.3%	63.5%	Disaggregated data for this cohort are not yet available.
Hispanic	81.9%	60.4%	
White	88.2%	69.8%	
Other	82.0%	60.9%	
17–19	86.5%	71.8%	
20–24	74.2%	48.4%	
25+	DS*	DS*	
Low-income	85.1%	71.0%	

**DO THIS!**

Put students into credit-bearing gateway courses with built-in supports.

## KNOW THIS

## Too many entering freshmen need remediation.

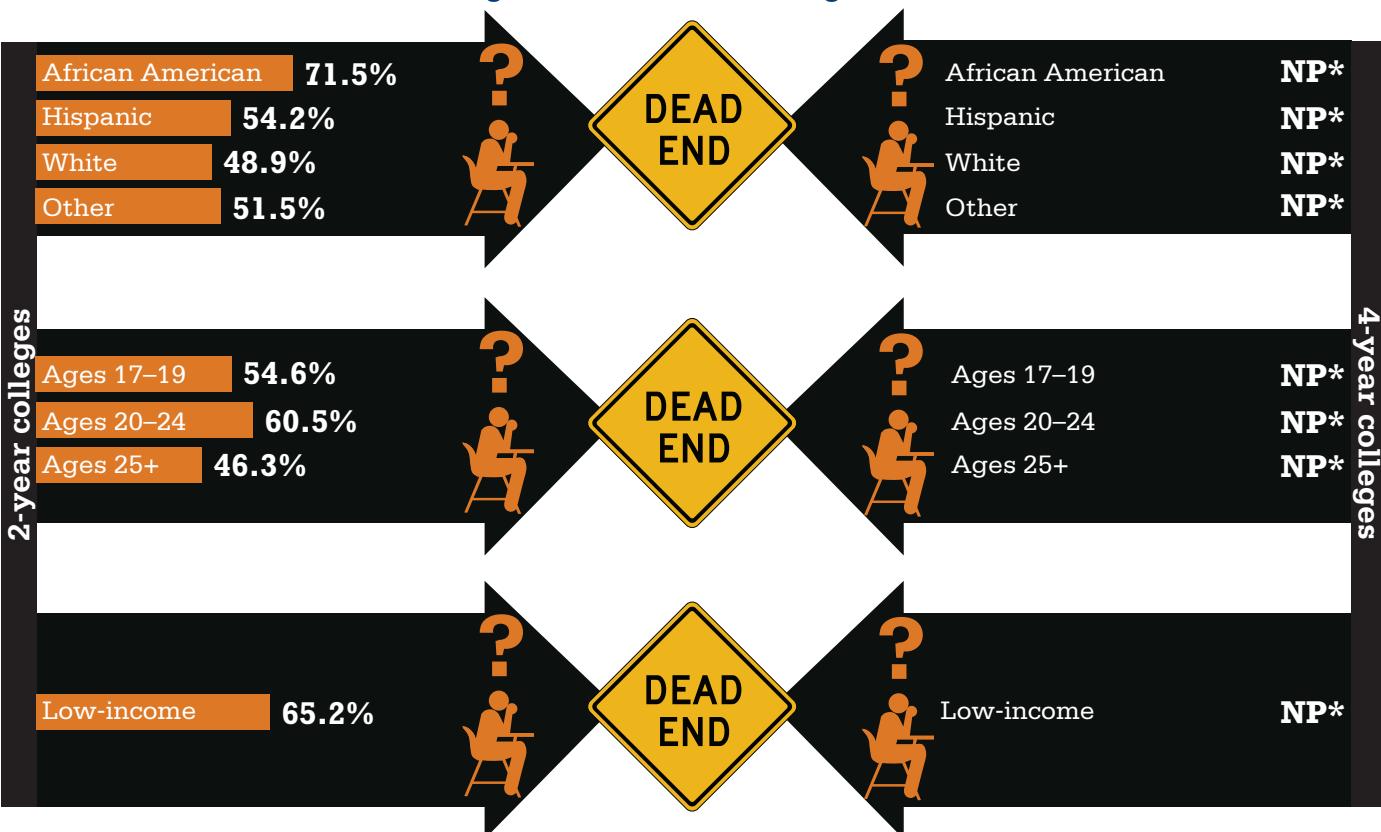
**54.3%** of those entering a 2-year college enrolled in remediation

**NP\*** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**54.3%** of freshmen enrolled in remediation. **Of those ...**



59.8%

**Complete remediation**

22.3%

**Complete remediation and associated college-level courses in two years**

9.4%

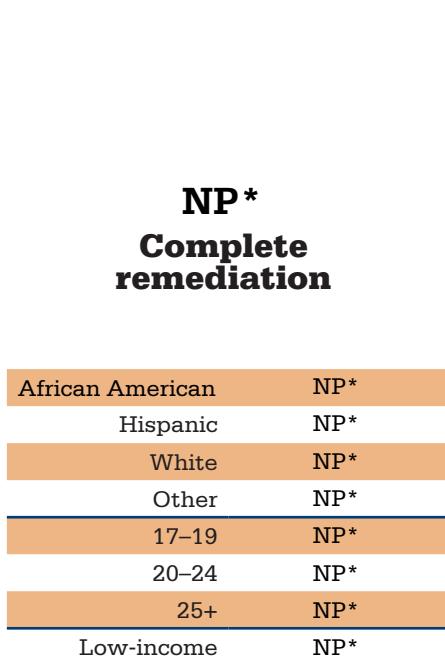
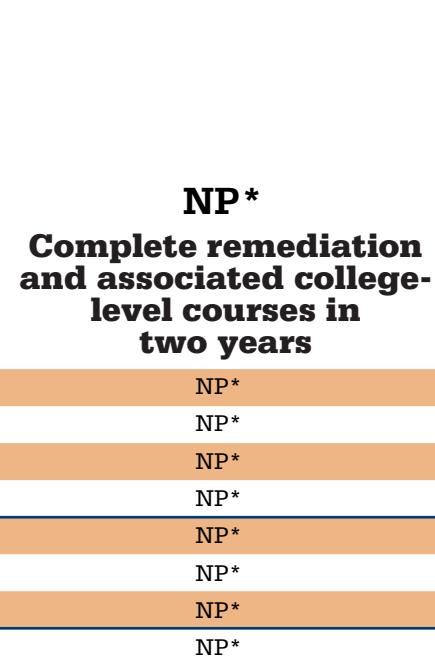
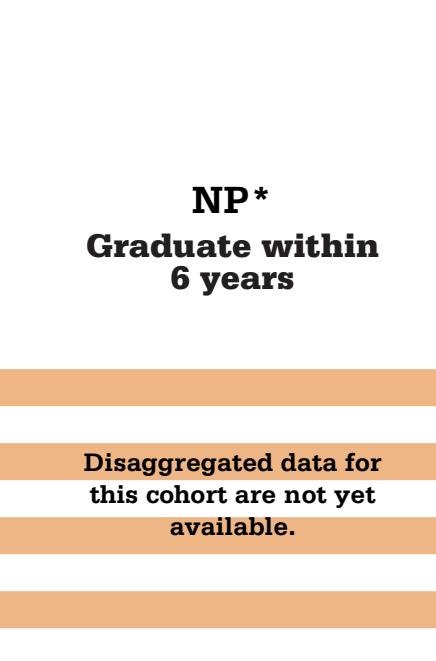
**Graduate within 3 years**

African American	53.6%	18.6%	
Hispanic	61.3%	23.6%	
White	61.2%	22.4%	
Other	66.6%	30.7%	
17–19	61.6%	24.6%	
20–24	53.6%	15.5%	
25+	57.0%	17.3%	
Low-income	58.9%	21.8%	

Disaggregated data for this cohort are not yet available.

## 4-Year Colleges

**NP\*** of freshmen enrolled in remediation. **Of those ...**

**NP\***  
**Complete remediation****NP\***  
**Complete remediation and associated college-level courses in two years****NP\***  
**Graduate within 6 years**

African American	NP*	NP*	
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17–19	NP*	NP*	
20–24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

Disaggregated data for this cohort are not yet available.

## DO THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

*NP\* = The state did not provide data for this metric.*

## KNOW THIS

## Too many entering freshmen need remediation.

**37.1%** of those entering a 2-year college enrolled in remediation

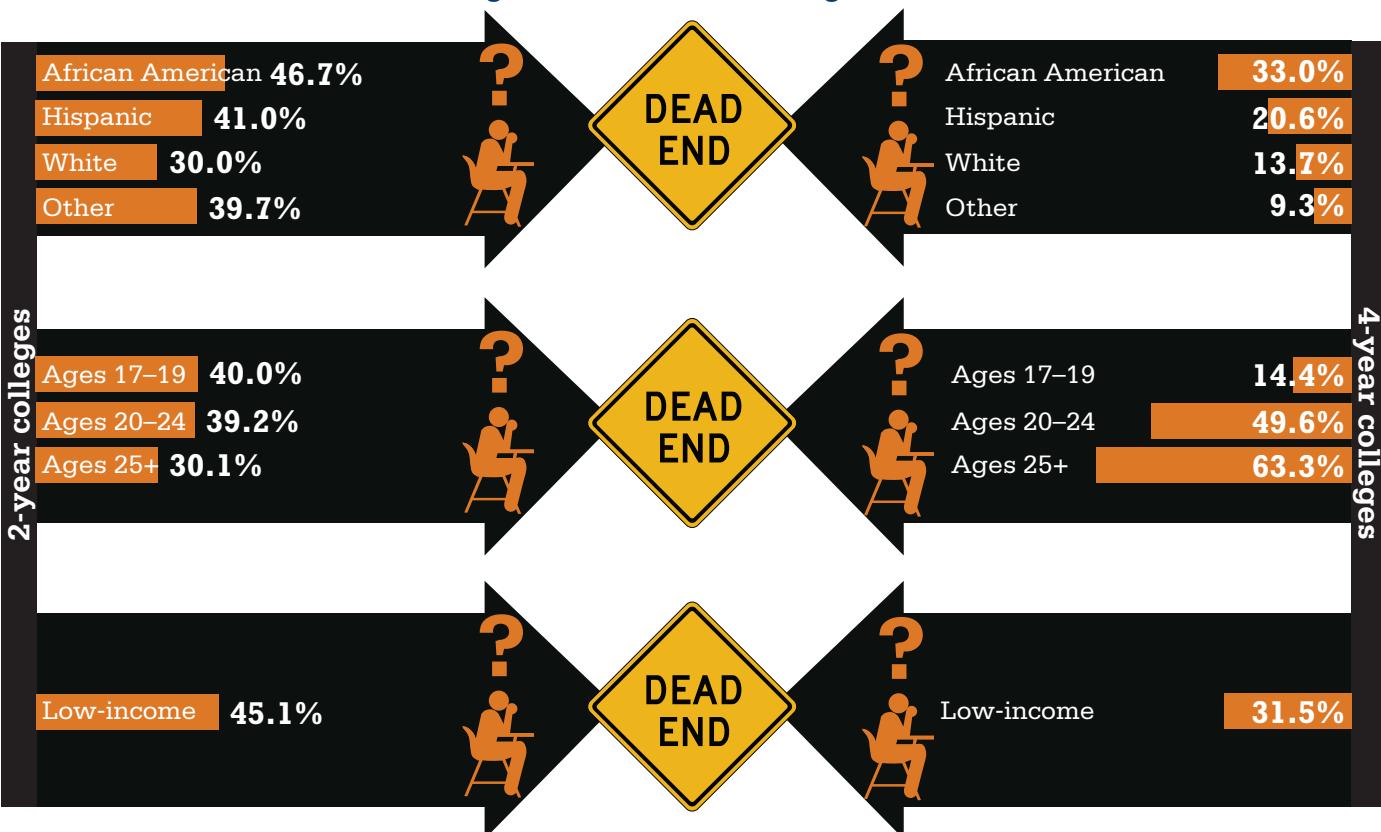


**18.1%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**37.1%** of freshmen enrolled in remediation. **Of those ...**



**57.1%**  
**Complete  
remediation**



**17.3%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**7.2%**  
**Graduate within  
3 years**

African American	50.8%	13.3%	
Hispanic	67.4%	25.8%	
White	62.6%	18.8%	
Other	60.0%	30.2%	
17–19	57.6%	23.6%	
20–24	50.5%	8.8%	
25+	61.7%	8.6%	
Low-income	55.0%	15.9%	

**Disaggregated data for  
this cohort are not yet  
available.**

## 4-Year Colleges

**18.1%** of freshmen enrolled in remediation. **Of those ...**



**51.8%**  
**Complete  
remediation**



**35.4%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**24.7%**  
**Graduate within  
6 years**

African American	47.0%	34.1%	
Hispanic	54.1%	40.9%	
White	55.6%	36.2%	
Other	51.0%	34.2%	
17–19	55.3%	38.6%	
20–24	40.8%	25.4%	
25+	43.5%	28.1%	
Low-income	48.0%	33.6%	

**Disaggregated data for  
this cohort are not yet  
available.**

DO  
THIS!

**Put students into credit-bearing gateway  
courses with built-in supports.**

## KNOW THIS

## Too many entering freshmen need remediation.

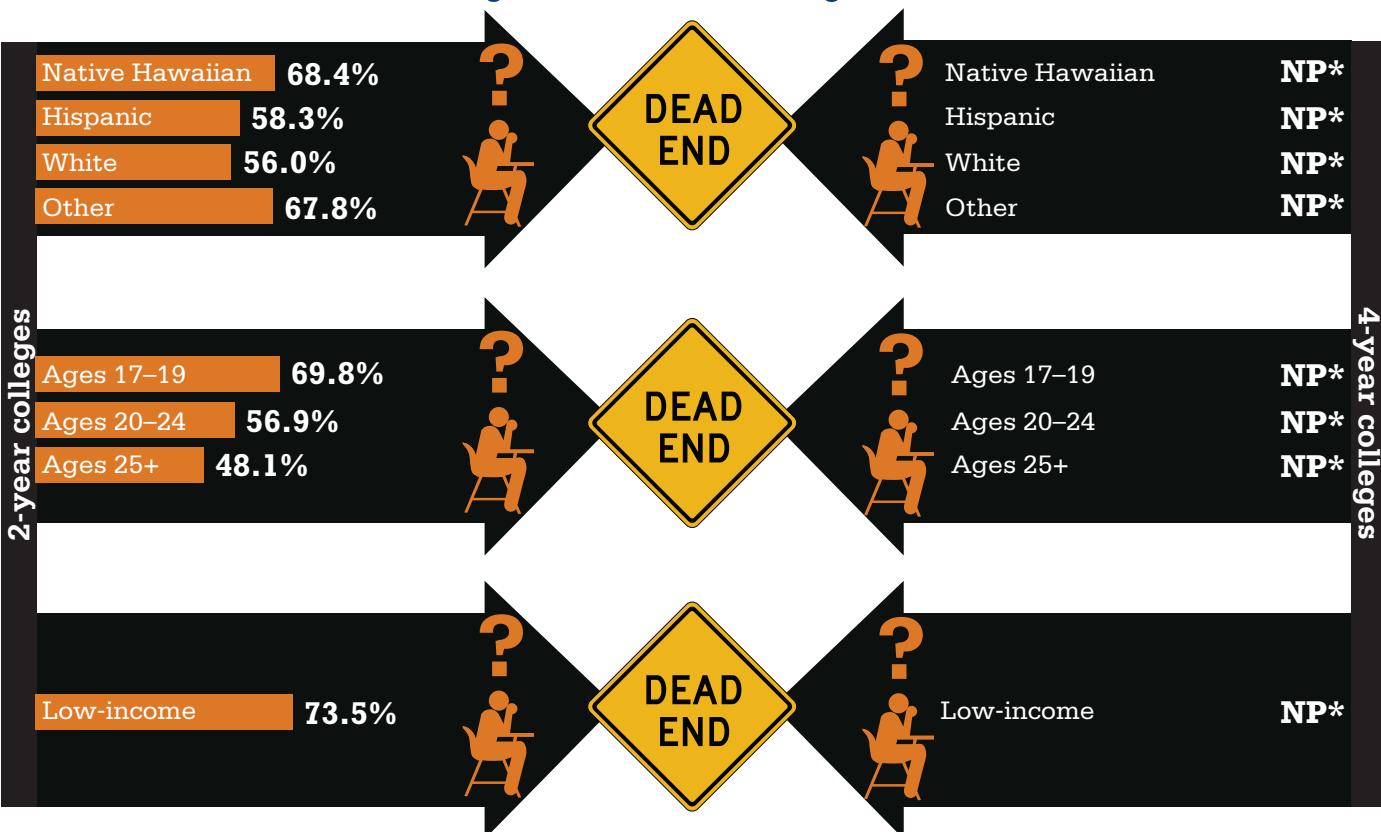
**66.0%** of those entering a 2-year college enrolled in remediation

**DS\*\*** of those entering a 4-year college enrolled in remediation



If you're Native Hawaiian, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**66.0%** of freshmen enrolled in remediation. **Of those ...**

**41.6%****Complete remediation****19.4%****Complete remediation and associated college-level courses in two years****10.3%****Graduate within 3 years**

Native Hawaiian	33.5%	14.2%	
Hispanic	NP*	NP*	
White	46.2%	NP*	
Other	41.3%	19.7%	
17–19	41.3%	20.1%	Disaggregated data for this cohort are not yet available.
20–24	41.2%	16.7%	
25+	45.0%	NP*	
Low-income	38.2%	16.2%	

## 4-Year Colleges

**DS\*\*** of freshmen enrolled in remediation. **Of those ...**

<b>DS**</b> <b>Complete remediation</b>	<b>DS**</b> <b>Complete remediation and associated college-level courses in two years</b>	<b>DS**</b> <b>Graduate within 6 years</b>
Native Hawaiian	NP*	NP*
Hispanic	NP*	NP*
White	NP*	NP*
Other	NP*	NP*
17–19	NP*	NP*
20–24	NP*	NP*
25+	NP*	NP*
Low-income	NP*	NP*

## DO THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

## KNOW THIS

## Too many entering freshmen need remediation.

**57.4%** of those entering a 2-year college enrolled in remediation

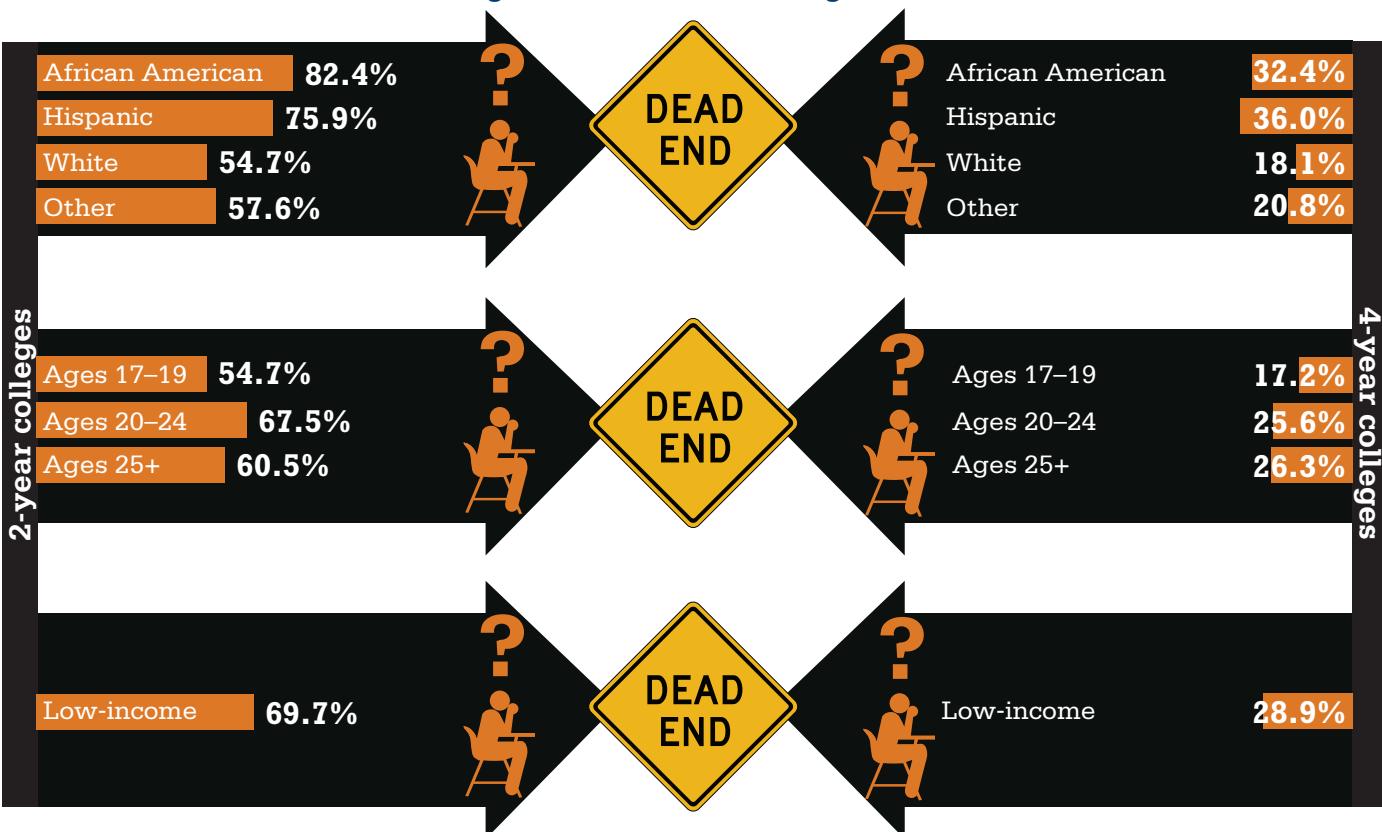


**19.9%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

## Very few make it to graduation day.

## 2-Year Colleges

**57.4%** of freshmen enrolled in remediation. **Of those ...**



**62.0%**  
**Complete  
remediation**



**23.5%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**12.8%**  
**Graduate within  
3 years**

African American	92.9%	NP*
Hispanic	57.1%	24.0%
White	61.5%	23.1%
Other	64.8%	22.6%
17–19	61.9%	24.6%
20–24	61.0%	23.7%
25+	60.7%	16.8%
Low-income	63.2%	24.8%

## 4-Year Colleges

**19.9%** of freshmen enrolled in remediation. **Of those ...**



**65.2%**  
**Complete  
remediation**



**42.2%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**20.9%**  
**Graduate within  
6 years**

African American	69.7%	51.5%
Hispanic	70.9%	49.4%
White	64.1%	40.4%
Other	65.0%	43.9%
17–19	67.8%	45.5%
20–24	56.1%	31.2%
25+	68.4%	45.6%
Low-income	63.8%	42.3%

DO  
THIS!

Put students into credit-bearing gateway courses with built-in supports.

NP\* = The state did not provide data for this metric.

## KNOW THIS

## Too many entering freshmen need remediation.

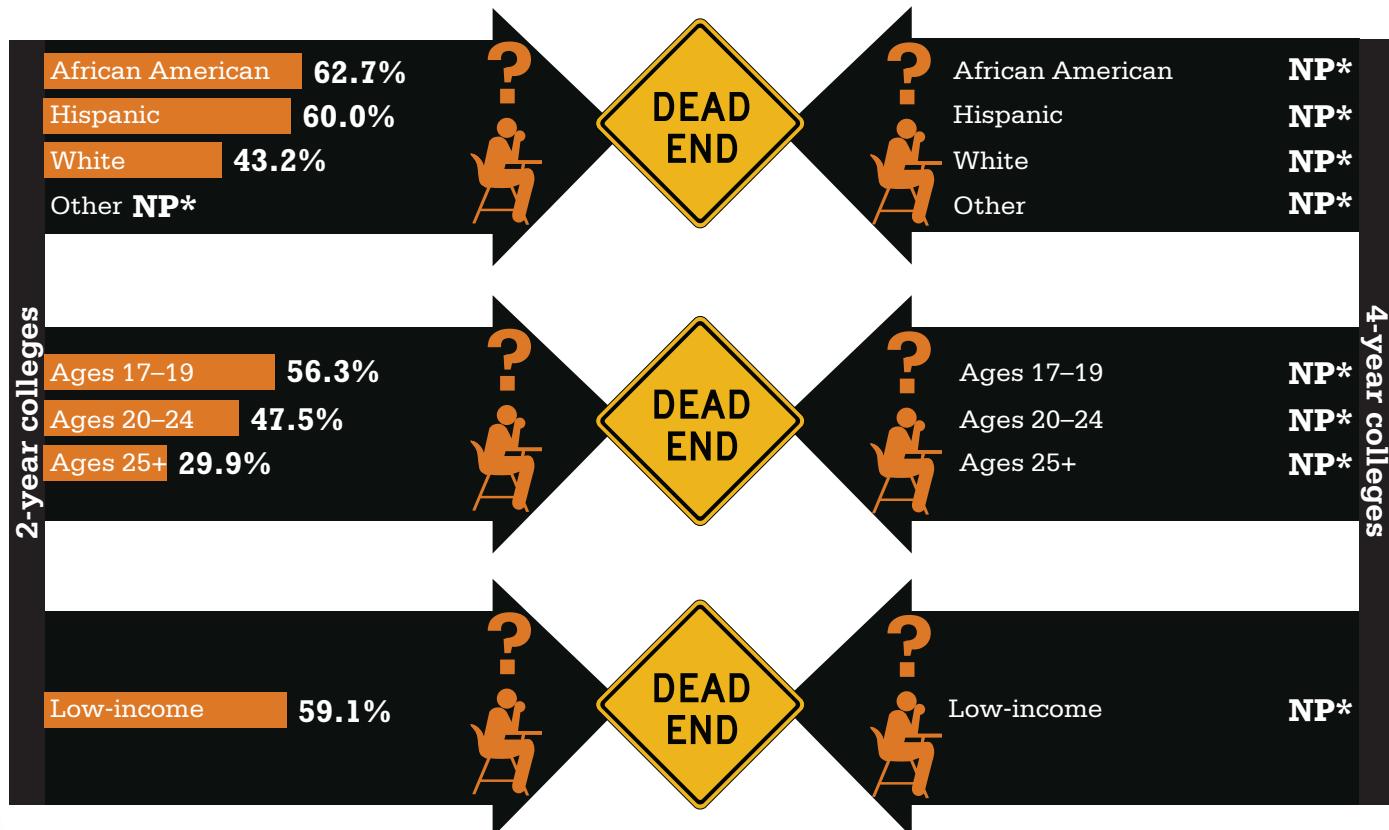
**48.7%** of those entering a 2-year college enrolled in remediation

**NP\*** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**48.7%** of freshmen enrolled in remediation. **Of those ...**



**66.2%**  
**Complete  
remediation**



**31.9%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**14.0%**  
**Graduate within  
3 years**

African American	54.5%	18.1%	Disaggregated data for this cohort are not yet available.
Hispanic	67.5%	31.5%	
White	69.6%	36.3%	
Other	11.8%	6.8%	
17–19	67.4%	34.7%	
20–24	60.9%	24.7%	
25+	70.5%	32.4%	
Low-income	64.2%	29.0%	

## 4-Year Colleges

**NP\*** of freshmen enrolled in remediation. **Of those ...**

NP*	NP*	NP*	Disaggregated data for this cohort are not yet available.
Complete remediation	Complete remediation	Complete remediation	
NP*	NP*	NP*	
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17–19	NP*	NP*	
20–24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	



**27.3%**  
**Graduate within  
6 years**

DO  
THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

*NP\* = The state did not provide data for this metric.*

## KNOW THIS

## Too many entering freshmen need remediation.

**46.4%** of those entering a 2-year college enrolled in remediation

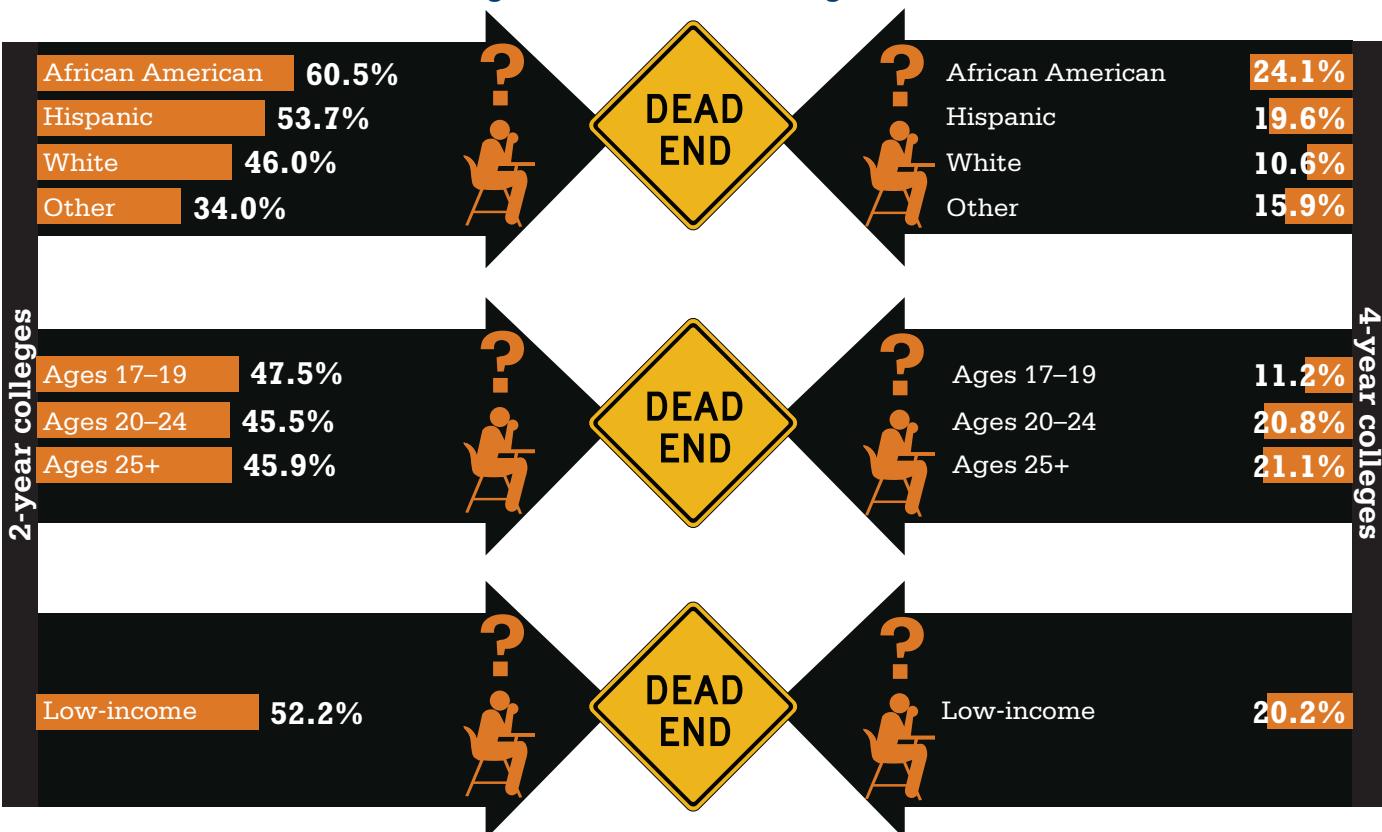


**12.4%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**46.4%** of freshmen enrolled in remediation. **Of those ...**



**63.7%**  
**Complete  
remediation**



**9.2%**  
**Graduate within  
3 years**

NP\*

**Complete remediation and associated college-level courses in two years**

African American	51.2%	NP*
Hispanic	67.7%	NP*
White	67.1%	NP*
Other	60.0%	NP*
17–19	61.4%	NP*
20–24	59.4%	NP*
25+	68.6%	NP*
Low-income	59.1%	NP*

**Disaggregated data for this cohort are not yet available.**

## 4-Year Colleges

**12.4%** of freshmen enrolled in remediation. **Of those ...**



**57.8%**  
**Complete  
remediation**



**41.2%**  
**Graduate within  
6 years**

NP\*

**Complete remediation and associated college-level courses in two years**

African American	44.8%	NP*
Hispanic	58.9%	NP*
White	57.6%	NP*
Other	73.3%	NP*
17–19	59.6%	NP*
20–24	48.5%	NP*
25+	53.7%	NP*
Low-income	50.3%	NP*

**Disaggregated data for this cohort are not yet available.**

DO  
THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

NP\* = The state did not provide data for this metric.

## KNOW THIS

## Too many entering freshmen need remediation.

**34.0%** of those entering a 2-year college enrolled in remediation

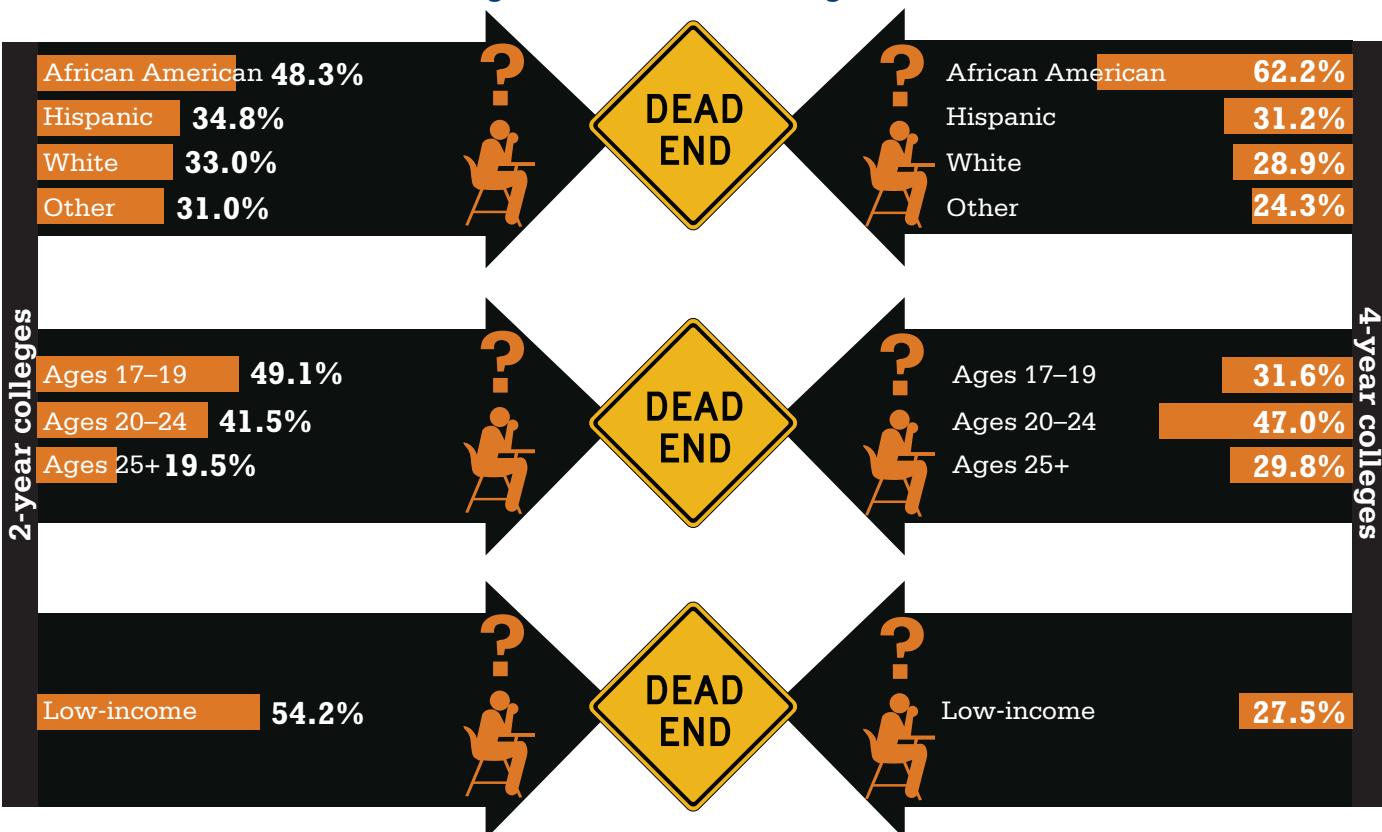


**32.1%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**34.0%** of freshmen enrolled in remediation. **Of those ...**



**73.9%**  
**Complete  
remediation**



**62.3%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**5.5%**  
**Graduate within  
3 years**

African American	64.1%	50.0%	
Hispanic	75.3%	61.2%	
White	75.2%	63.8%	
Other	74.6%	64.7%	
17–19	75.2%	62.8%	
20–24	67.0%	54.3%	
25+	74.9%	65.8%	
Low-income	78.0%	66.2%	

**Disaggregated data for  
this cohort are not yet  
available.**

## 4-Year Colleges

**32.1%** of freshmen enrolled in remediation. **Of those ...**



**80.0%**  
**Complete  
remediation**



**14.0%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**32.1%**  
**Graduate within  
6 years**

African American	80.7%	5.9%	
Hispanic	83.1%	9.1%	
White	79.3%	16.3%	
Other	89.5%	12.3%	
17–19	80.4%	13.7%	
20–24	73.1%	13.2%	
25+	80.8%	17.6%	
Low-income	81.4%	10.9%	

**Disaggregated data for  
this cohort are not yet  
available.**

DO  
THIS!

**Put students into credit-bearing gateway  
courses with built-in supports.**

## KNOW THIS

## Too many entering freshmen need remediation.

**63.1%** of those entering a 2-year college enrolled in remediation

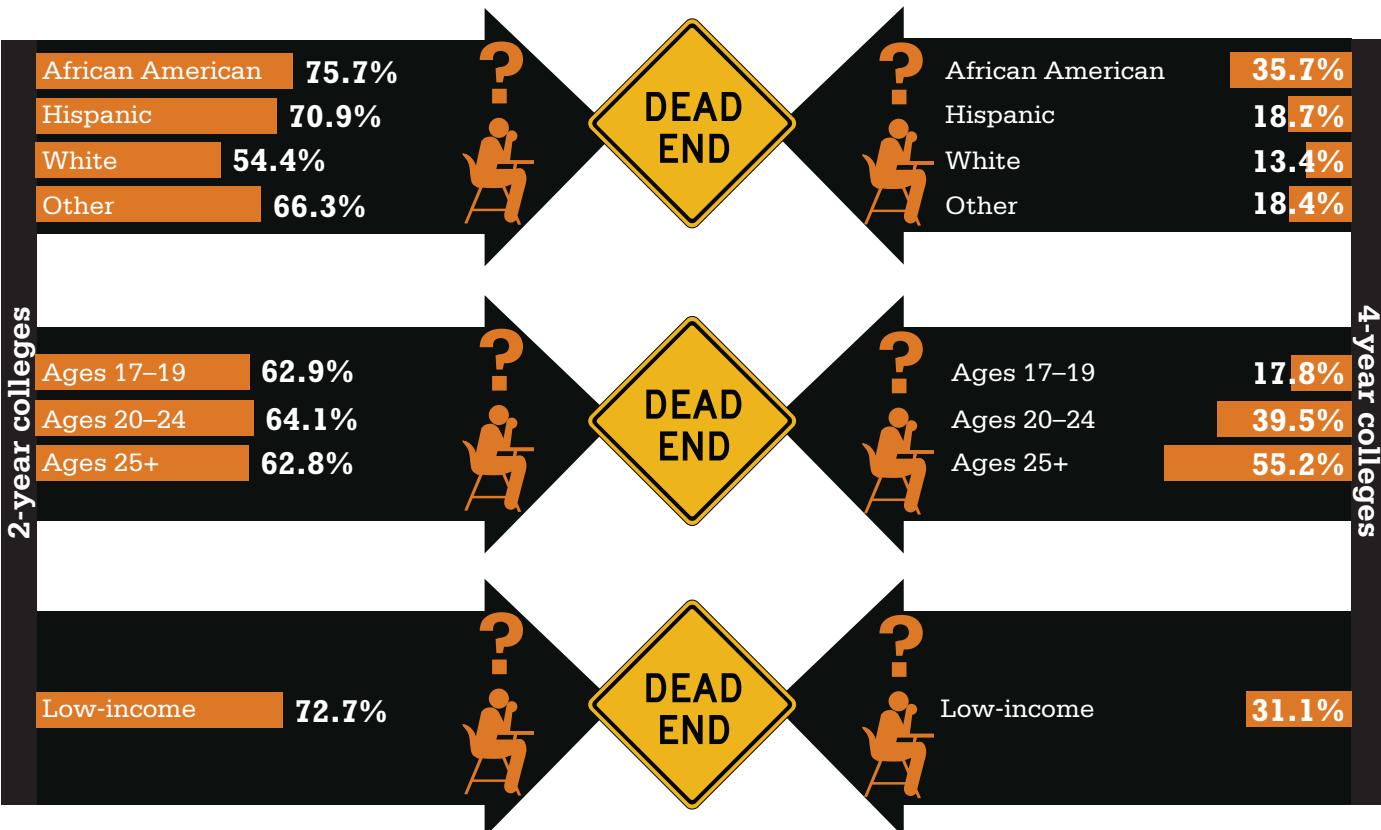


**20.0%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**63.1%** of freshmen enrolled in remediation. **Of those ...**



47.4%

**Complete remediation**

13.8%

**Complete remediation and associated college-level courses in two years**

2.7%

**Graduate within 3 years**

African American	41.3%	9.7%	Disaggregated data for this cohort are not yet available.
Hispanic	58.2%	13.9%	
White	52.1%	17.1%	
Other	47.7%	16.1%	
17–19	45.8%	13.9%	
20–24	46.3%	11.1%	
25+	56.4%	17.2%	
Low-income	48.3%	13.8%	

## 4-Year Colleges

**20.0%** of freshmen enrolled in remediation. **Of those ...**



66.2%

**Complete remediation**

33.8%

**Complete remediation and associated college-level courses in two years**

22.3%

**Graduate within 6 years**

African American	62.1%	27.0%	Disaggregated data for this cohort are not yet available.
Hispanic	77.5%	38.2%	
White	69.4%	39.3%	
Other	73.1%	46.3%	
17–19	68.9%	35.6%	
20–24	53.5%	21.8%	
25+	54.0%	29.1%	
Low-income	63.4%	30.4%	

## DO THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

## KNOW THIS

## Too many entering freshmen need remediation.

**60.5%** of those entering a 2-year college enrolled in remediation

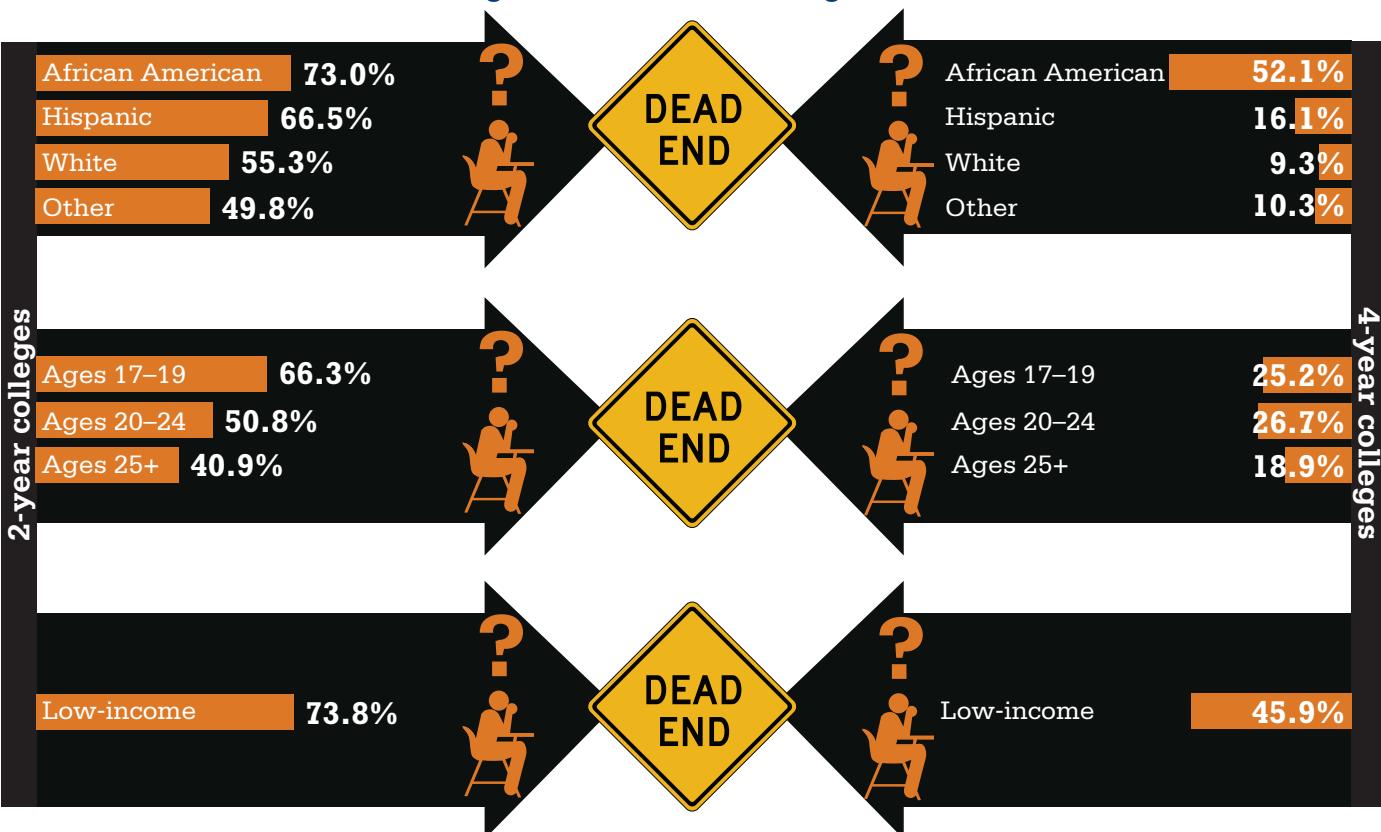


**24.9%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**60.5%** of freshmen enrolled in remediation. **Of those ...**

<b>NP*</b> <b>Complete remediation</b>		<b>NP*</b> <b>Complete remediation and associated college-level courses in two years</b>	<b>10.0%</b> <b>Graduate within 3 years</b>
African American	NP*	NP*	
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17–19	NP*	NP*	Disaggregated data for this cohort are not yet available.
20–24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

## 4-Year Colleges

**24.9%** of freshmen enrolled in remediation. **Of those ...**

<b>NP*</b> <b>Complete remediation</b>		<b>NP*</b> <b>Complete remediation and associated college-level courses in two years</b>	<b>48.8%</b> <b>Graduate within 6 years</b>
African American	NP*	NP*	
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17–19	NP*	NP*	Disaggregated data for this cohort are not yet available.
20–24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO  
THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

NP\* = The state did not provide data for this metric.

## KNOW THIS

Too many entering freshmen need remediation.

**61.7%** of those entering a 2-year college enrolled in remediation

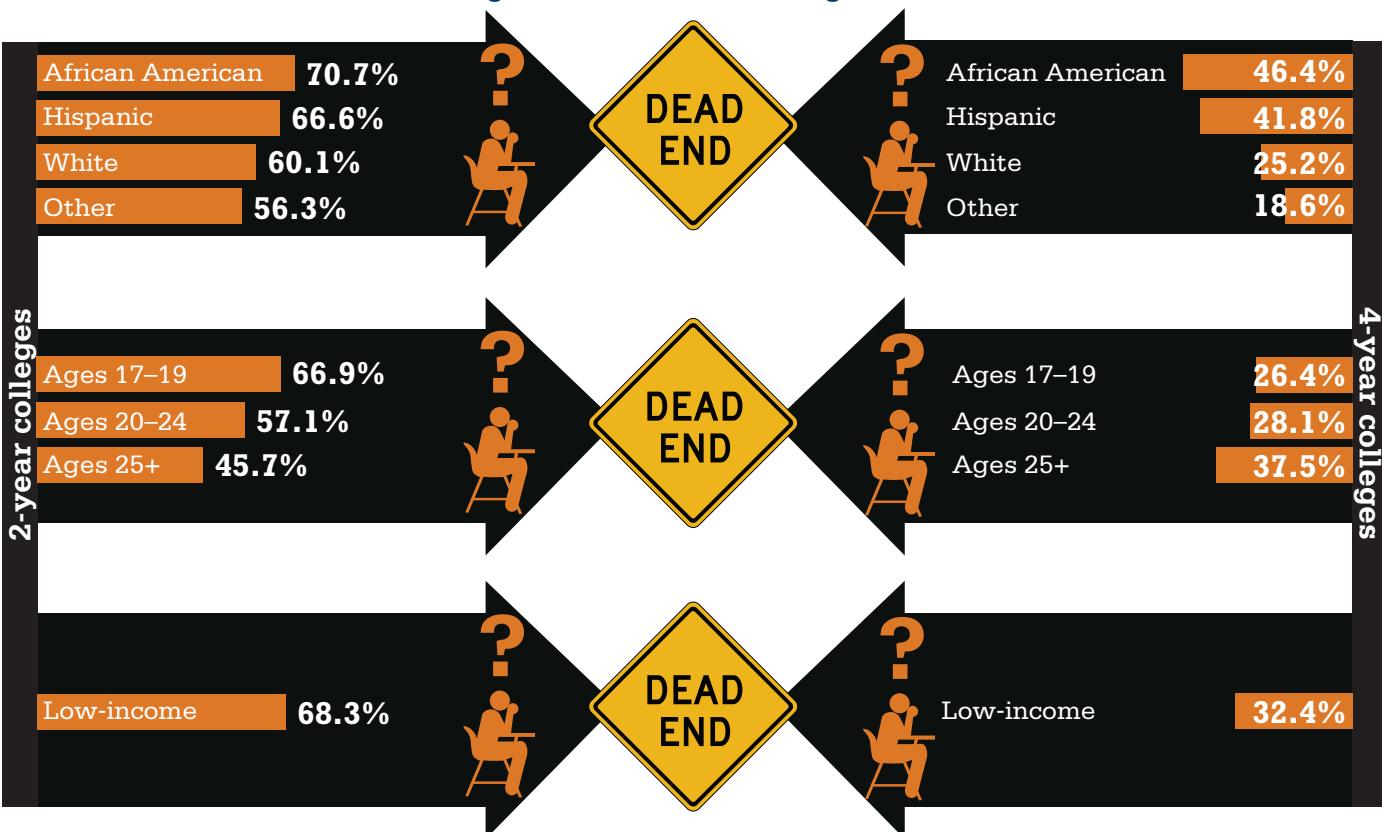


**26.6%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

**KNOW THIS** Very few make it to graduation day.

**2-Year Colleges**

**61.7%** of freshmen enrolled in remediation. **Of those ...**



**53.1%**  
**Complete  
remediation**



**30.3%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**10.3%**  
**Graduate within  
3 years**

African American	44.6%	25.0%	<b>Disaggregated data for this cohort are not yet available.</b>
Hispanic	45.1%	23.7%	
White	55.7%	31.6%	
Other	58.2%	37.4%	
17–19	51.5%	31.3%	
20–24	52.3%	25.8%	
25+	63.2%	29.6%	
Low-income	50.4%	29.2%	

**4-Year Colleges**

**26.6%** of freshmen enrolled in remediation. **Of those ...**



**79.6%**  
**Complete  
remediation**



**50.9%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**51.2%**  
**Graduate within  
6 years**

African American	82.6%	44.3%	<b>Disaggregated data for this cohort are not yet available.</b>
Hispanic	83.5%	39.8%	
White	78.6%	52.2%	
Other	84.6%	57.1%	
17–19	80.2%	51.4%	
20–24	63.2%	28.9%	
25+	53.3%	46.7%	
Low-income	81.1%	42.9%	

**DO  
THIS!**

Put students into credit-bearing gateway courses with built-in supports.

# MISSISSIPPI

## KNOW THIS

Too many entering freshmen need remediation.

**42.9%** of those entering a 2-year college enrolled in remediation

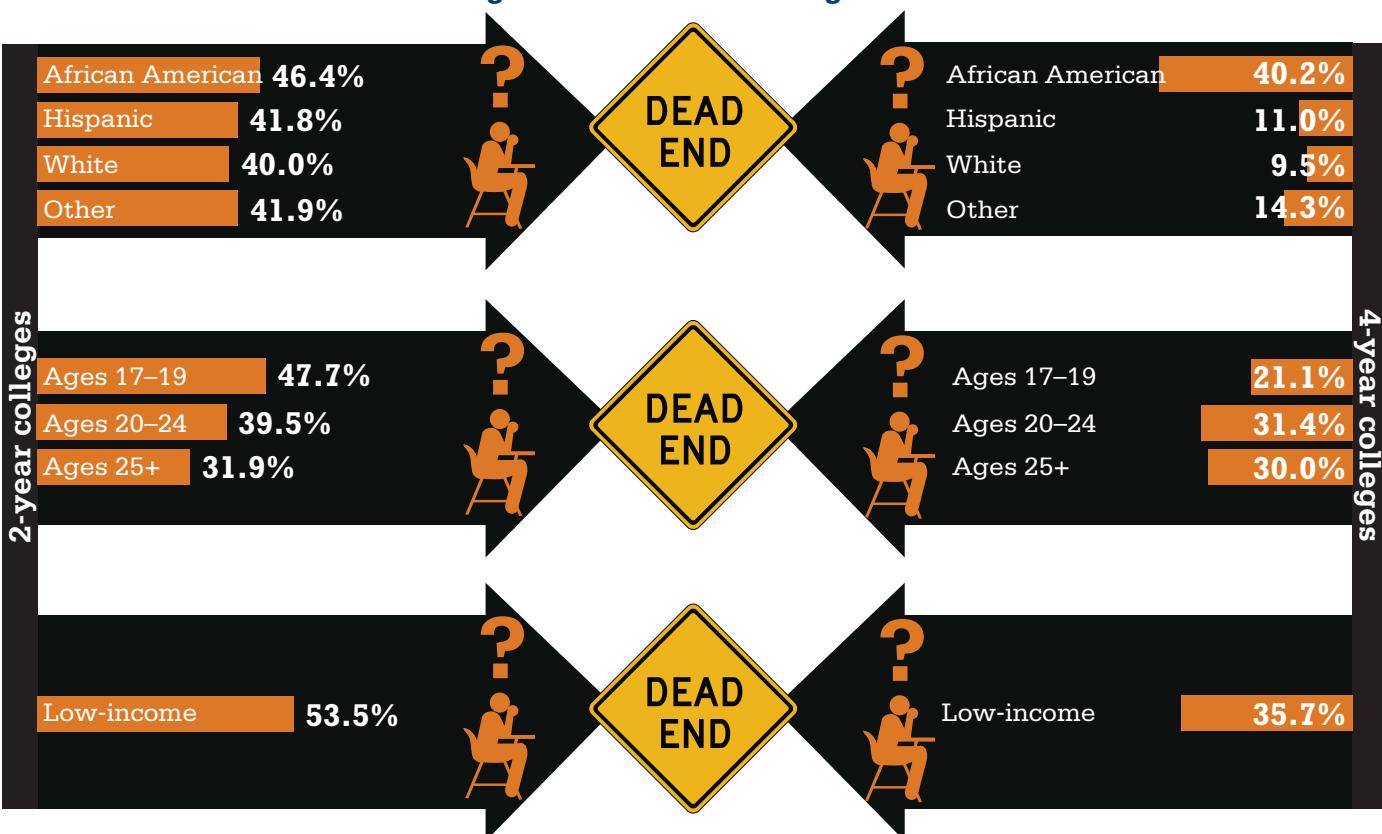


**21.4%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**42.9%** of freshmen enrolled in remediation. **Of those ...**



**65.2%**  
**Complete  
remediation**



**21.0%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**13.3%**  
**Graduate within  
3 years**

African American	63.3%	19.7%	Disaggregated data for this cohort are not yet available.
Hispanic	78.0%	30.5%	
White	67.8%	22.2%	
Other	51.6%	20.9%	
17–19	69.9%	23.4%	
20–24	55.2%	13.1%	
25+	63.4%	16.5%	
Low-income	66.4%	23.2%	

## 4-Year Colleges

**21.4%** of freshmen enrolled in remediation. **Of those ...**



**72.8%**  
**Complete  
remediation**



**52.4%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**36.3%**  
**Graduate within  
6 years**

African American	72.2%	52.1%	Disaggregated data for this cohort are not yet available.
Hispanic	80.0%	DS**	
White	74.9%	52.5%	
Other	65.6%	59.4%	
17–19	74.6%	53.9%	
20–24	46.3%	28.8%	
25+	22.2%	DS**	
Low-income	71.3%	50.7%	

DO  
THIS!

**Put students into credit-bearing gateway  
courses with built-in supports.**

## KNOW THIS

## Too many entering freshmen need remediation.

**52.3%** of those entering a 2-year college enrolled in remediation

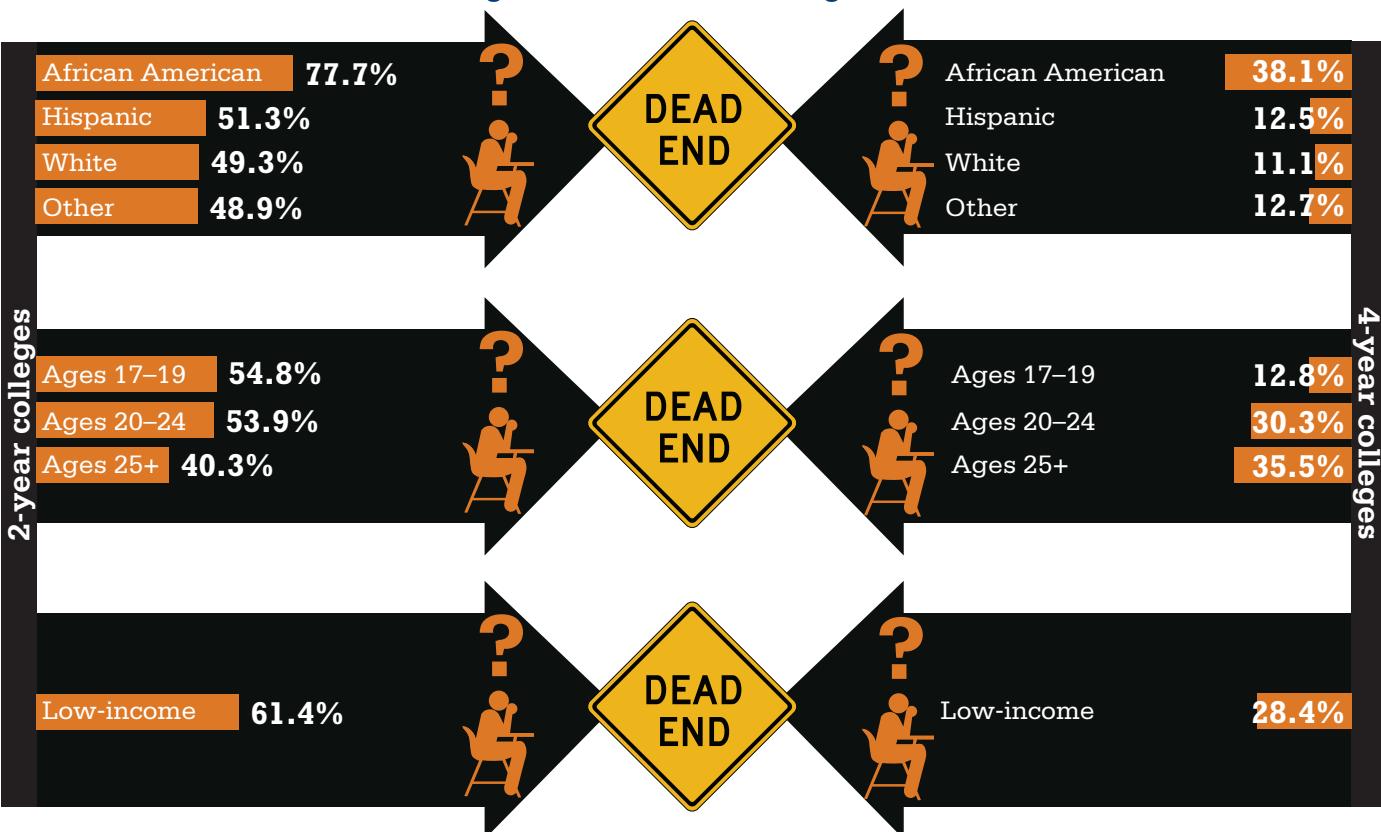


**14.1%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

**KNOW THIS** Very few make it to graduation day.

**2-Year Colleges**

**52.3%** of freshmen enrolled in remediation. **Of those ...**

<b>NP*</b> <b>Complete remediation</b>		<b>NP*</b> <b>Complete remediation and associated college-level courses in two years</b>	<b>23.2%</b> <b>Graduate within 3 years</b>
African American	NP*	NP*	
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17–19	NP*	NP*	Disaggregated data for this cohort are not yet available.
20–24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	



**4-Year Colleges**

**14.1%** of freshmen enrolled in remediation. **Of those ...**

<b>NP*</b> <b>Complete remediation</b>		<b>NP*</b> <b>Complete remediation and associated college-level courses in two years</b>	<b>41.3%</b> <b>Graduate within 6 years</b>
African American	NP*	NP*	
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17–19	NP*	NP*	Disaggregated data for this cohort are not yet available.
20–24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	



**DO  
THIS!**

Put students into credit-bearing gateway courses with built-in supports.

NP\* = The state did not provide data for this metric.

## KNOW THIS

## Too many entering freshmen need remediation.

**41.6%** of those entering a 2-year college enrolled in remediation



**29.1%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation

African American	45.5%
Hispanic	39.4%
White	42.9%
Other	39.4%

African American	37.2%
Hispanic	34.8%
White	27.6%
Other	27.3%

2-year colleges

Ages 17–19	38.2%
Ages 20–24	28.9%
Ages 25+	36.9%

Low-income NP\*

Ages 17–19	28.8%
Ages 20–24	31.0%
Ages 25+	21.4%

NP\*

4-year colleges

DO  
THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**41.6%** of freshmen enrolled in remediation. **Of those ...**



**68.9%**  
**Complete  
remediation**



**21.6%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**9.7%**  
**Graduate within  
3 years**

African American	61.0%	12.1%	Disaggregated data for this cohort are not yet available.
Hispanic	67.1%	18.6%	
White	69.8%	22.3%	
Other	71.9%	27.3%	
17–19	72.4%	25.0%	
20–24	85.1%	24.8%	
25+	43.4%	11.7%	
Low-income	NP*	NP*	

## 4-Year Colleges

**29.1%** of freshmen enrolled in remediation. **Of those ...**



**77.3%**  
**Complete  
remediation**



**48.1%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**36.8%**  
**Graduate within  
6 years**

African American	67.8%	33.9%	Disaggregated data for this cohort are not yet available.
Hispanic	83.9%	45.3%	
White	77.5%	50.8%	
Other	76.7%	49.5%	
17–19	78.2%	48.2%	
20–24	72.7%	48.5%	
25+	66.7%	0.0%	
Low-income	NP*	NP*	

DO  
THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

NP\* = The state did not provide data for this metric.

## KNOW THIS

## Too many entering freshmen need remediation.

**57.0%** of those entering a 2-year college enrolled in remediation

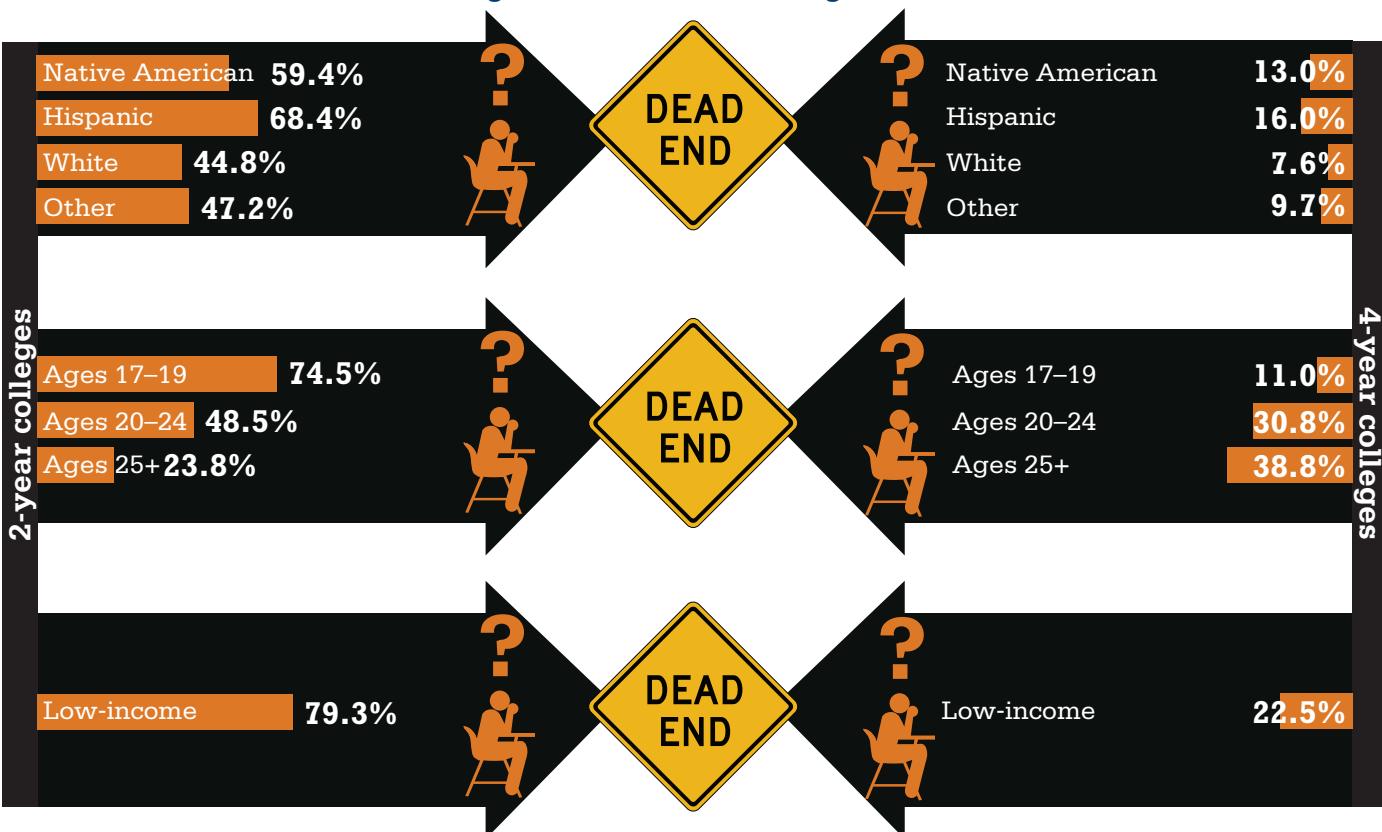


**12.1%** of those entering a 4-year college enrolled in remediation



If you're Native American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**57.0%** of freshmen enrolled in remediation. **Of those ...**



63.0%

**Complete remediation**

6.9%

**Graduate within 3 years**

NP\*

**Complete remediation and associated college-level courses in two years**

Native American	66.4%	NP*
Hispanic	62.6%	NP*
White	61.6%	NP*
Other	65.9%	NP*
17–19	58.7%	NP*
20–24	80.3%	NP*
25+	73.1%	NP*
Low-income	78.1%	NP*

Disaggregated data for this cohort are not yet available.

## 4-Year Colleges

**12.1%** of freshmen enrolled in remediation. **Of those ...**



74.6%

**Complete remediation**

6.9%

**Graduate within 6 years**

NP\*

**Complete remediation and associated college-level courses in two years**

Native American	82.5%	NP*
Hispanic	70.9%	NP*
White	77.5%	NP*
Other	87.0%	NP*
17–19	74.5%	NP*
20–24	76.8%	NP*
25+	71.2%	NP*
Low-income	77.6%	NP*

Disaggregated data for this cohort are not yet available.

## DO THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

NP\* = The state did not provide data for this metric.

# NORTH CAROLINA

## KNOW THIS

Too many entering freshmen need remediation.

**31.8%** of those entering a 2-year college enrolled in remediation

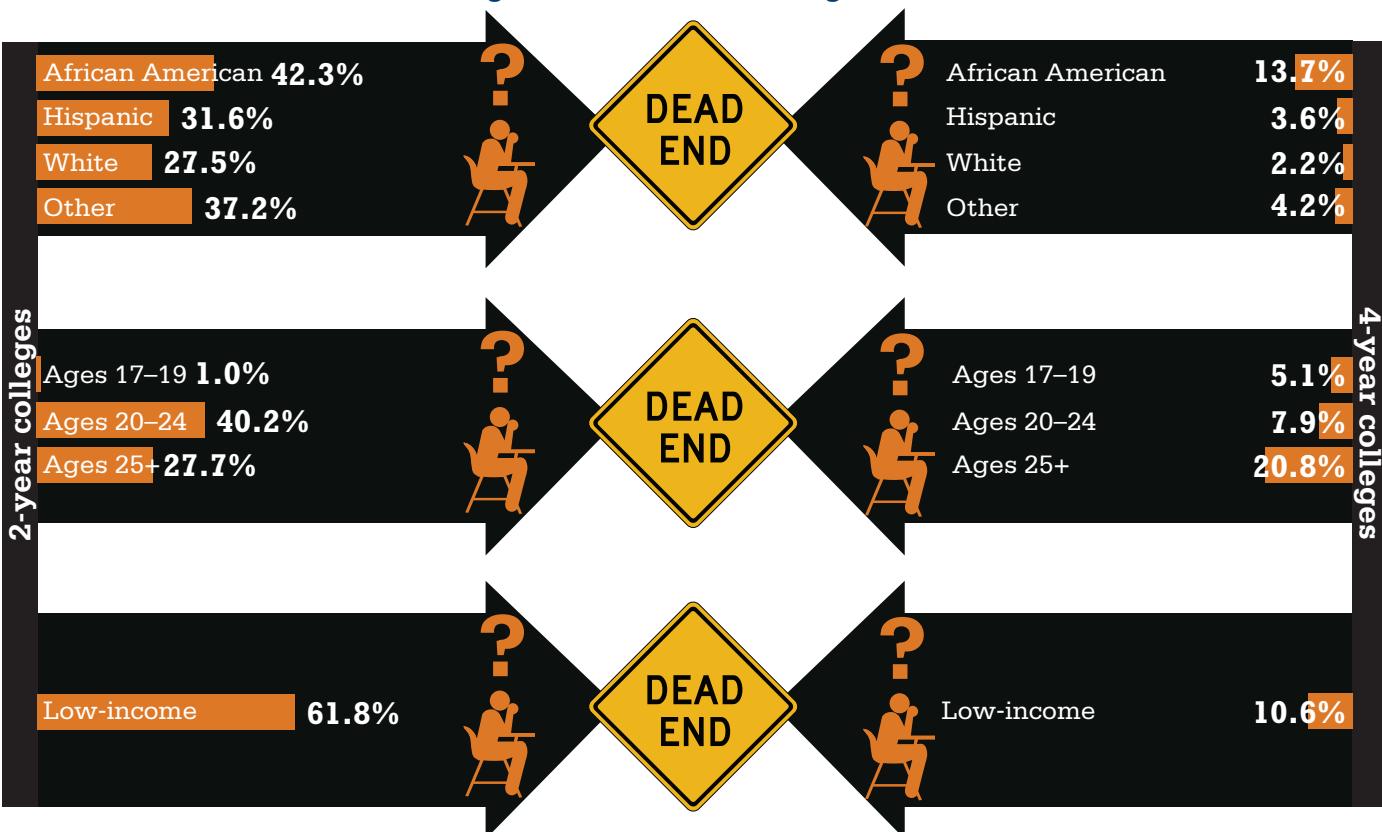


**5.3%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

**KNOW THIS** Very few make it to graduation day.
**2-Year Colleges**

**31.8%** of freshmen enrolled in remediation. **Of those ...**



50.4%

**Complete remediation**

12.1%

**Complete remediation and associated college-level courses in two years**

9.7%

**Graduate within 3 years**

African American	41.8%	8.1%	Disaggregated data for this cohort are not yet available.
Hispanic	52.8%	13.0%	
White	54.4%	13.7%	
Other	51.1%	13.3%	
17–19	33.9%	NP*	
20–24	48.0%	11.8%	
25+	56.2%	12.8%	
Low-income	48.1%	11.0%	

**4-Year Colleges**

**5.3%** of freshmen enrolled in remediation. **Of those ...**



69.8%

**Complete remediation and associated college-level courses in two years**

49.4%

**Graduate within 6 years**

African American	86.3%	69.6%	Disaggregated data for this cohort are not yet available.
Hispanic	90.3%	74.2%	
White	87.1%	69.6%	
Other	89.7%	71.0%	
17–19	87.5%	71.8%	
20–24	81.2%	40.6%	
25+	70.7%	46.3%	
Low-income	86.4%	69.3%	

**DO THIS!**

Put students into credit-bearing gateway courses with built-in supports.

NP\* = The state did not provide data for this metric.

## KNOW THIS

## Too many entering freshmen need remediation.

**58.5%** of those entering a 2-year college enrolled in remediation

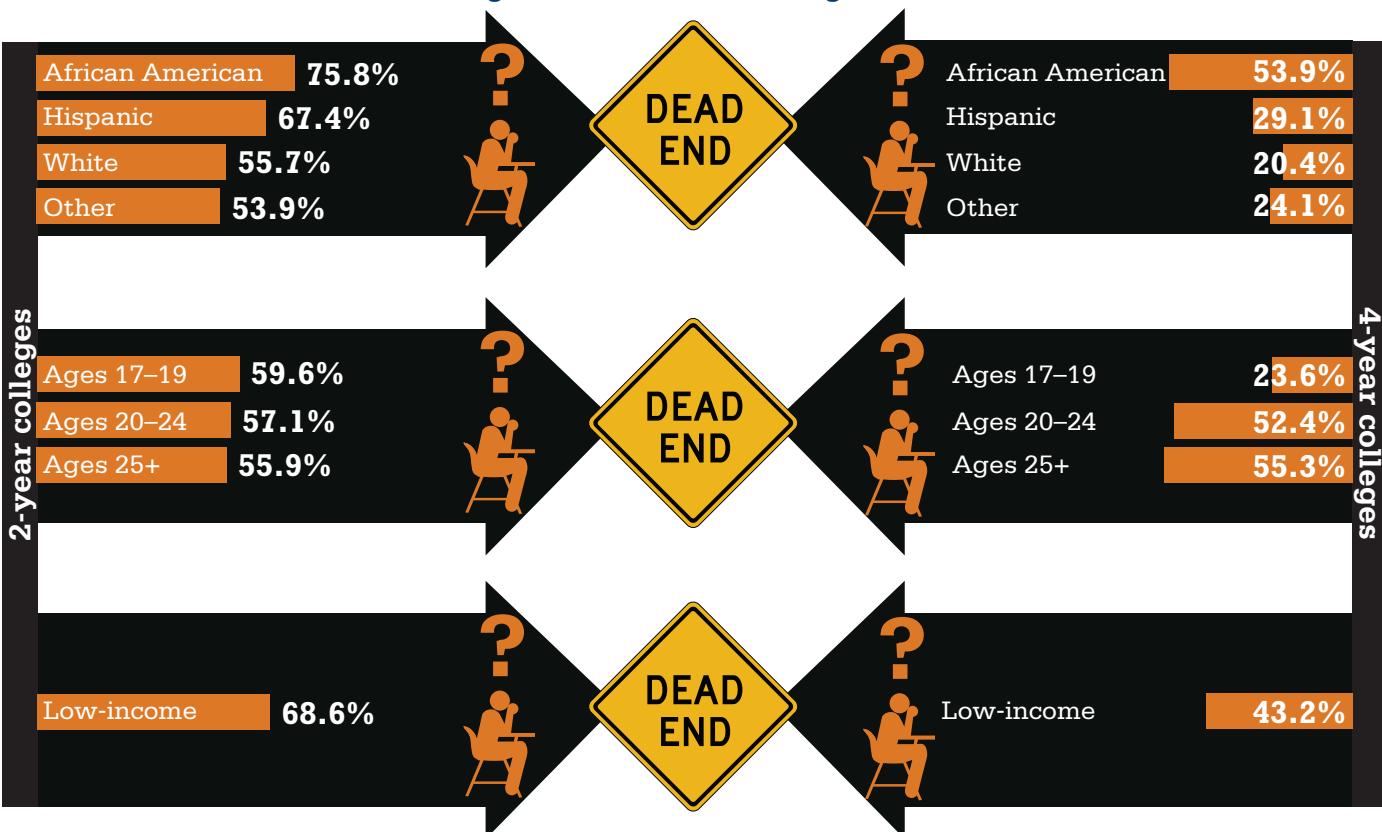


**25.0%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation

DO  
THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**58.5%** of freshmen enrolled in remediation. **Of those ...**



48.1%

**Complete remediation**

24.6%

**Complete remediation and associated college-level courses in two years**

6.4%

**Graduate within 3 years**

African American	27.1%	10.0%	Disaggregated data for this cohort are not yet available.
Hispanic	39.5%	18.6%	
White	53.3%	28.1%	
Other	46.1%	24.7%	
17–19	48.9%	26.8%	
20–24	42.5%	17.3%	
25+	50.3%	22.7%	
Low-income	40.9%	19.0%	

## 4-Year Colleges

**25.0%** of freshmen enrolled in remediation. **Of those ...**



56.9%

**Complete remediation**

38.4%

**Complete remediation and associated college-level courses in two years**

33.8%

**Graduate within 6 years**

African American	44.2%	28.6%	Disaggregated data for this cohort are not yet available.
Hispanic	50.8%	32.5%	
White	62.9%	43.0%	
Other	54.0%	36.7%	
17–19	58.4%	40.3%	
20–24	42.5%	20.3%	
25+	47.1%	23.4%	
Low-income	47.8%	29.4%	

## DO THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

## KNOW THIS

## Too many entering freshmen need remediation.

**59.6%** of those entering a 2-year college enrolled in remediation

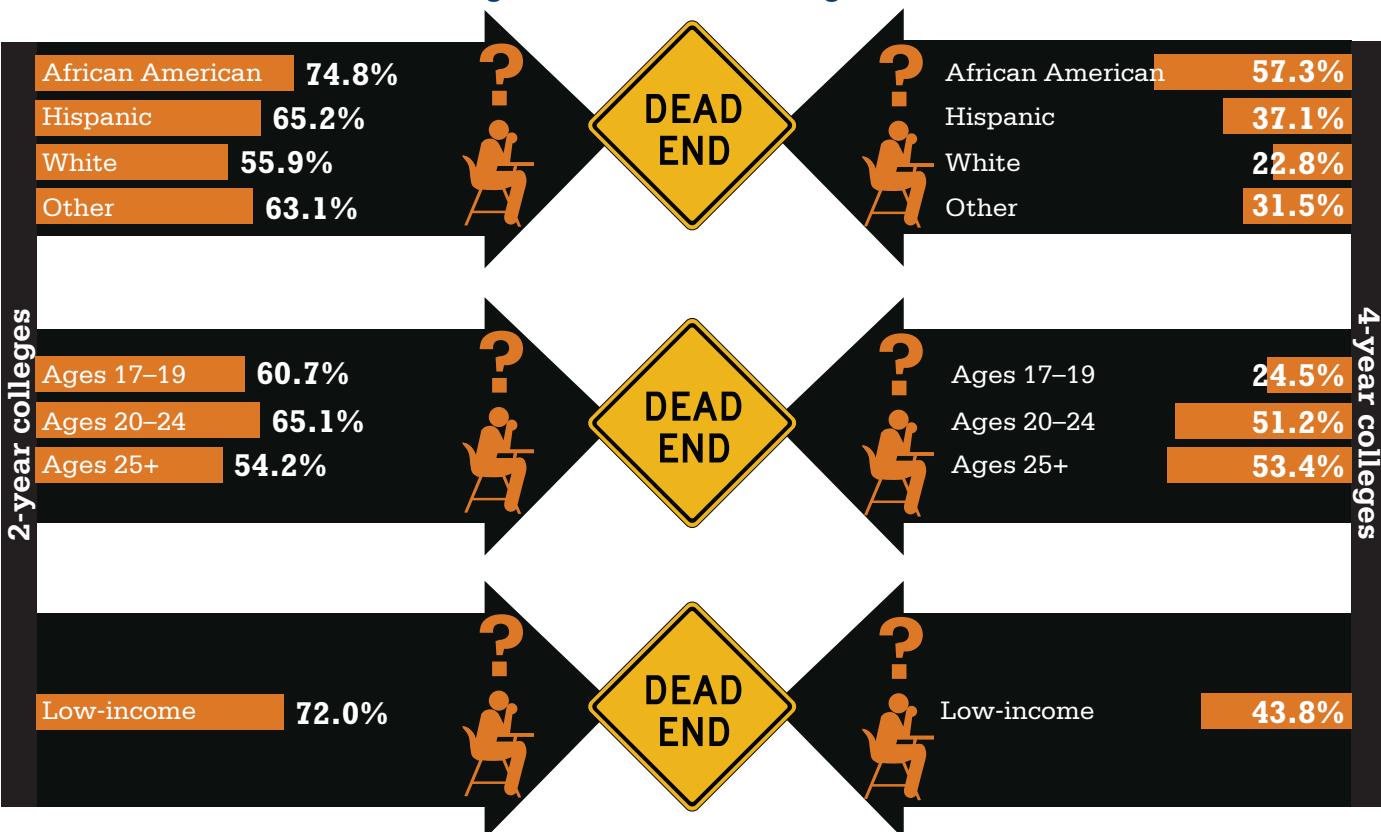


**28.6%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**59.6%** of freshmen enrolled in remediation. **Of those ...**



**71.3%**  
**Complete  
remediation**



**24.0%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**9.2%**  
**Graduate within  
3 years**

African American	66.6%	19.8%	Disaggregated data for this cohort are not yet available.
Hispanic	72.1%	28.6%	
White	71.5%	24.1%	
Other	73.6%	25.1%	
17–19	73.1%	27.6%	
20–24	62.0%	15.0%	
25+	71.1%	20.0%	
Low-income	72.1%	21.3%	

## 4-Year Colleges

**28.6%** of freshmen enrolled in remediation. **Of those ...**



**66.3%**  
**Complete  
remediation**



**28.2%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**30.6%**  
**Graduate within  
6 years**

African American	60.0%	20.3%	Disaggregated data for this cohort are not yet available.
Hispanic	63.0%	24.8%	
White	66.9%	30.6%	
Other	71.7%	30.7%	
17–19	70.9%	31.9%	
20–24	53.0%	15.8%	
25+	55.1%	19.5%	
Low-income	67.6%	26.6%	

DO  
THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

## KNOW THIS

## Too many entering freshmen need remediation.

**51.6%** of those entering a 2-year college enrolled in remediation

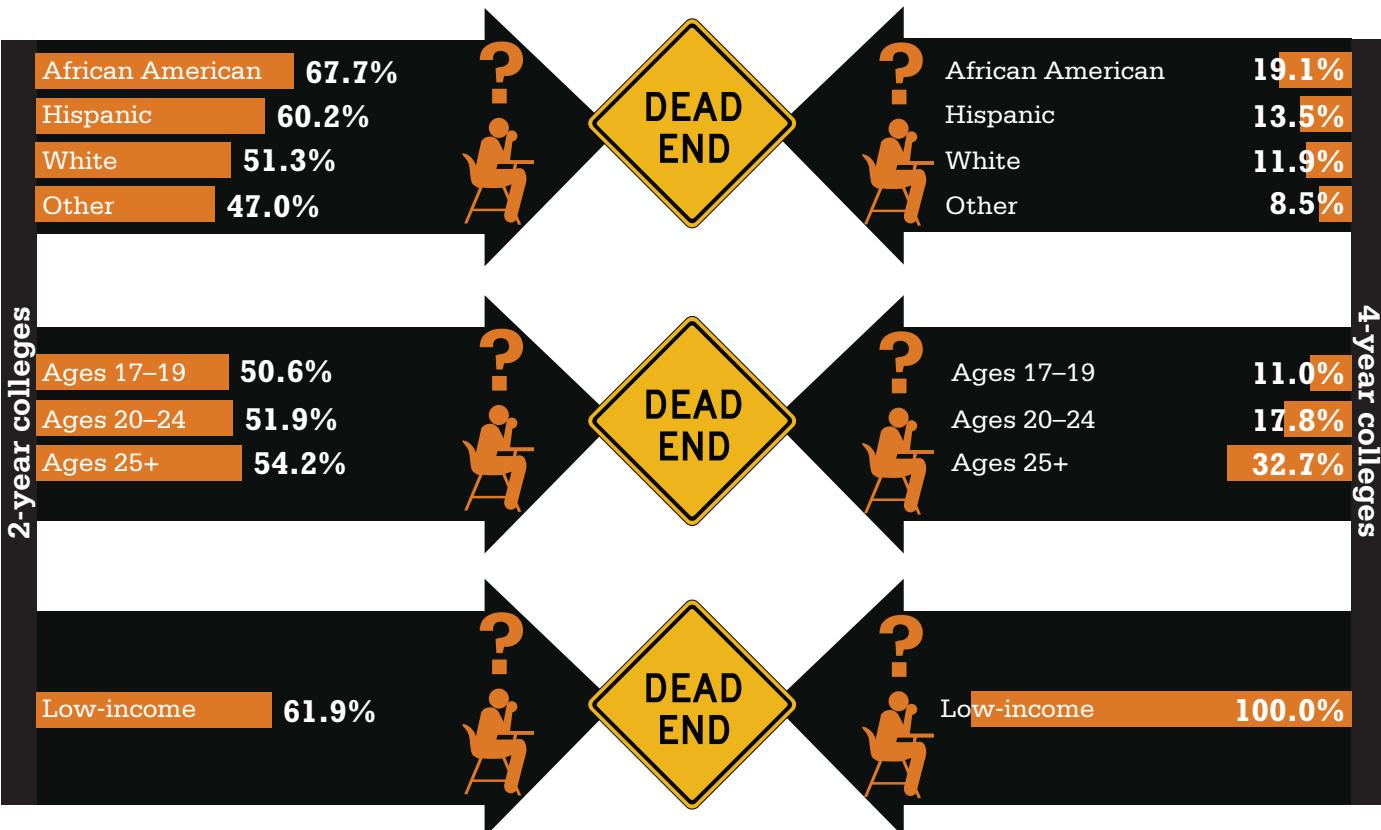


**11.5%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**51.6%** of freshmen enrolled in remediation. **Of those ...**



**79.7%**  
**Complete  
remediation**



**40.4%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**13.8%**  
**Graduate within  
3 years**

African American	69.4%	41.5%	Disaggregated data for this cohort are not yet available.
Hispanic	81.3%	40.4%	
White	79.9%	39.9%	
Other	80.0%	42.7%	
17–19	79.6%	42.9%	
20–24	78.1%	37.9%	
25+	83.7%	39.2%	
Low-income	81.3%	39.2%	

## 4-Year Colleges

**11.5%** of freshmen enrolled in remediation. **Of those ...**



**81.1%**  
**Complete  
remediation**



**61.5%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**50.5%**  
**Graduate within  
6 years**

African American	82.1%	59.0%	Disaggregated data for this cohort are not yet available.
Hispanic	82.8%	60.9%	
White	80.5%	61.4%	
Other	83.1%	62.8%	
17–19	80.3%	61.7%	
20–24	85.7%	55.7%	
25+	93.9%	66.7%	
Low-income	82.4%	62.3%	

DO  
THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

## KNOW THIS

## Too many entering freshmen need remediation.

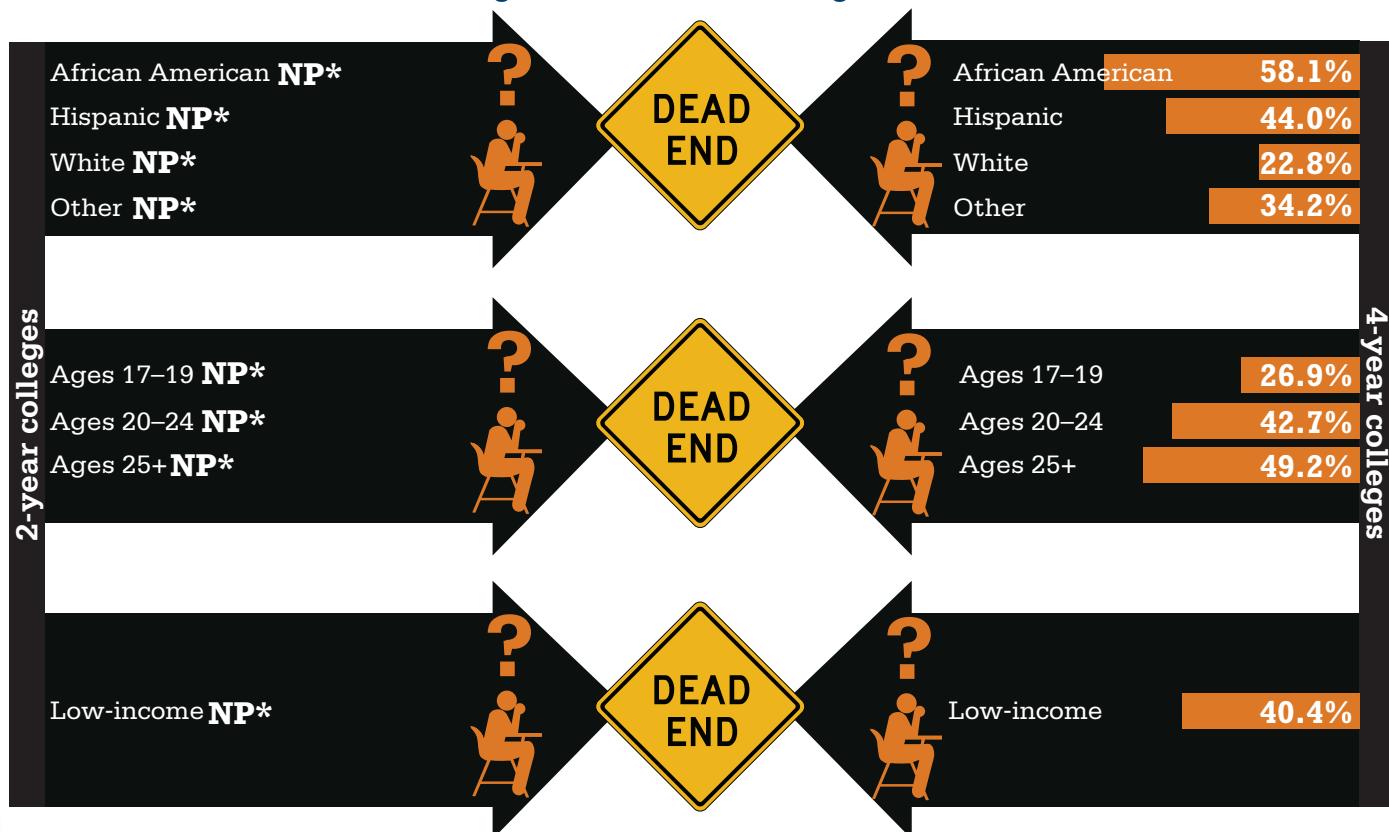
**NP\*** of those entering a 2-year college enrolled in remediation

**27.8%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**NP\*** of freshmen enrolled in remediation. **Of those ...**

	<b>NP*</b> <b>Complete remediation</b>	<b>NP*</b> <b>Complete remediation and associated college- level courses in two years</b>	<b>NP*</b> <b>Graduate within 3 years</b>
African American	NP*	NP*	
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17–19	NP*	NP*	Disaggregated data for this cohort are not yet available.
20–24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

## 4-Year Colleges

**27.8%** of freshmen enrolled in remediation. **Of those ...**

		<b>NP*</b> <b>Graduate within 6 years</b>
<b>72.4%</b> <b>Complete remediation</b>	<b>32.2%</b> <b>Complete remediation and associated college- level courses in two years</b>	
African American	59.3%	32.3%
Hispanic	60.4%	28.4%
White	77.8%	32.2%
Other	69.0%	34.0%
17–19	73.2%	32.8%
20–24	58.4%	23.2%
25+	74.8%	31.5%
Low-income	65.0%	30.6%

DO  
THIS!

**Put students into credit-bearing gateway  
courses with built-in supports.**

NP\* = The state did not provide data for this metric.

## KNOW THIS

## Too many entering freshmen need remediation.

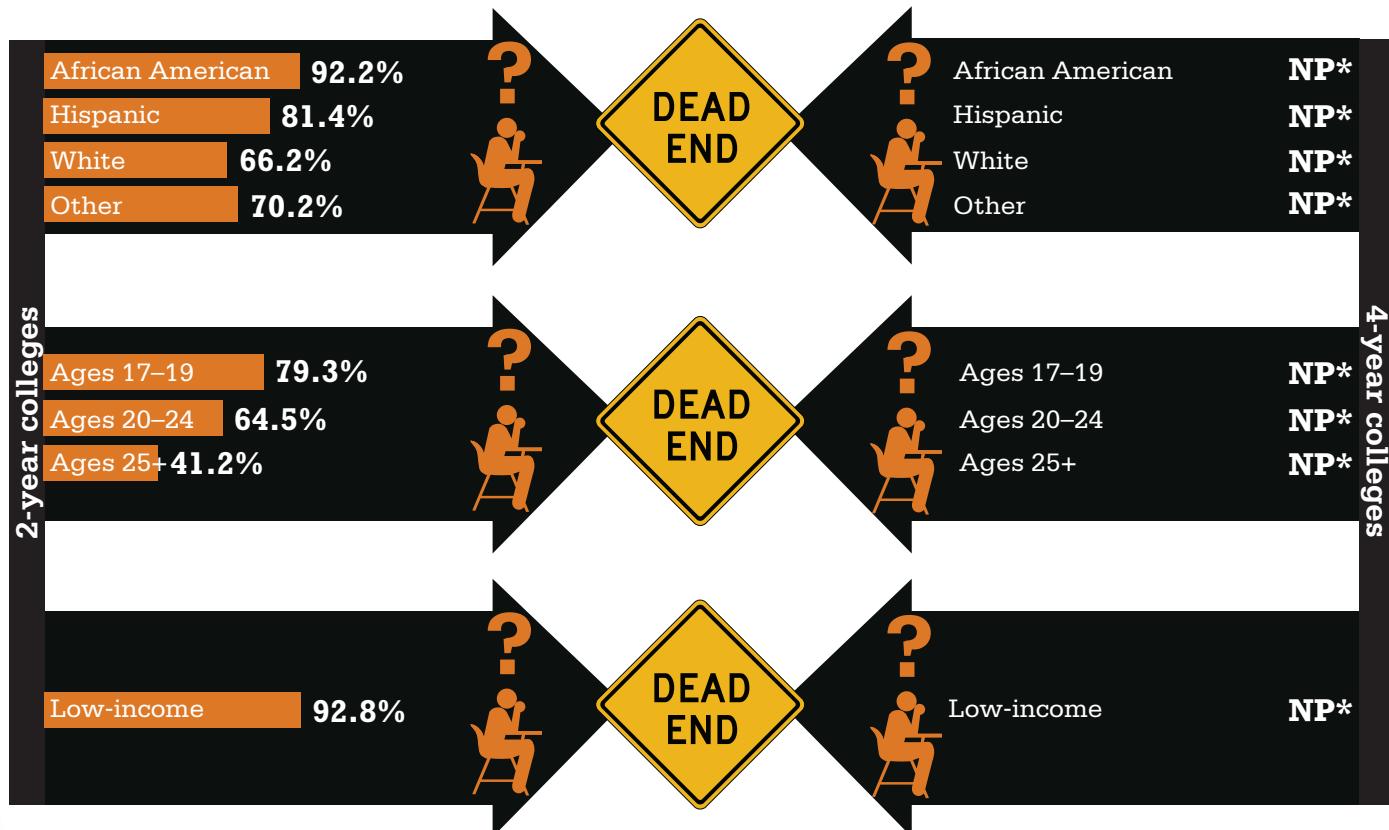
**69.7%** of those entering a 2-year college enrolled in remediation

**NP\*** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

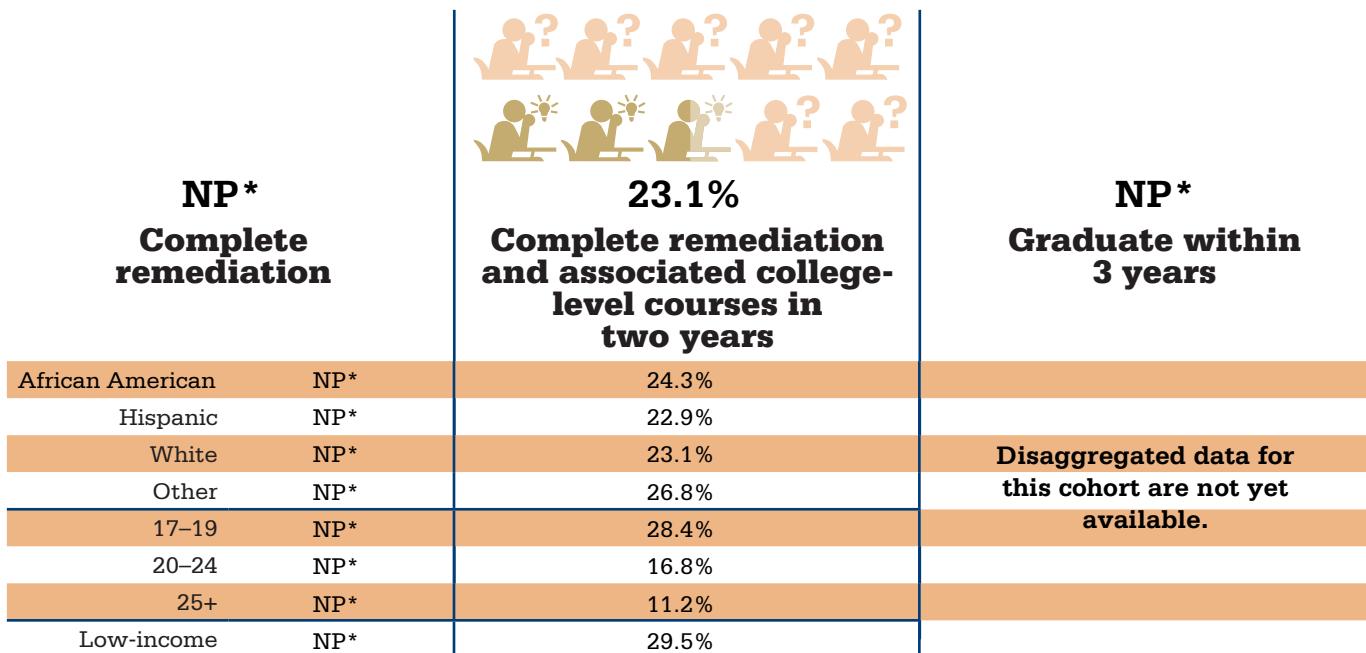
Strengthen high school so that students are actually prepared for college.

## **KNOW THIS**

# **Very few make it to graduation day.**

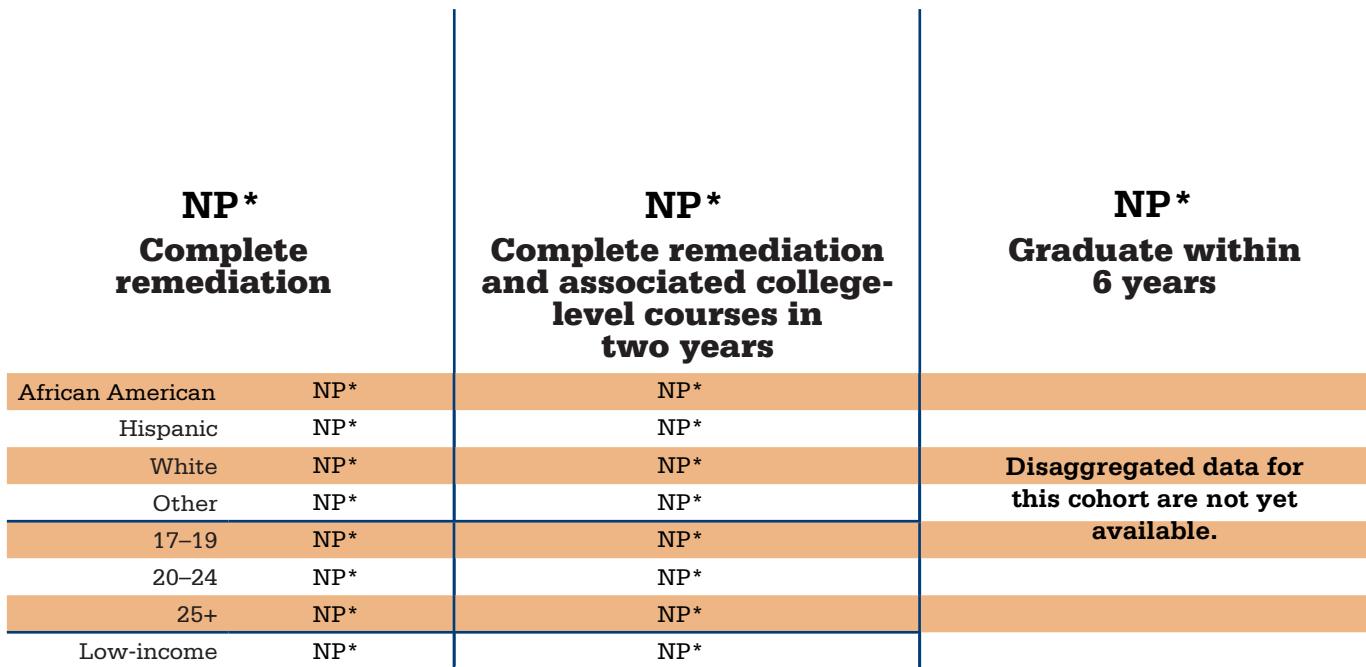
## **2-Year Colleges**

**69.7%** of freshmen enrolled in remediation. **Of those ...**



## **4-Year Colleges**

**NP\*** of freshmen enrolled in remediation. **Of those ...**



**DO  
THIS!**

## **Put students into credit-bearing gateway courses with built-in supports.**

*NP\* = The state did not provide data for this metric.*

## KNOW THIS

Too many entering freshmen need remediation.

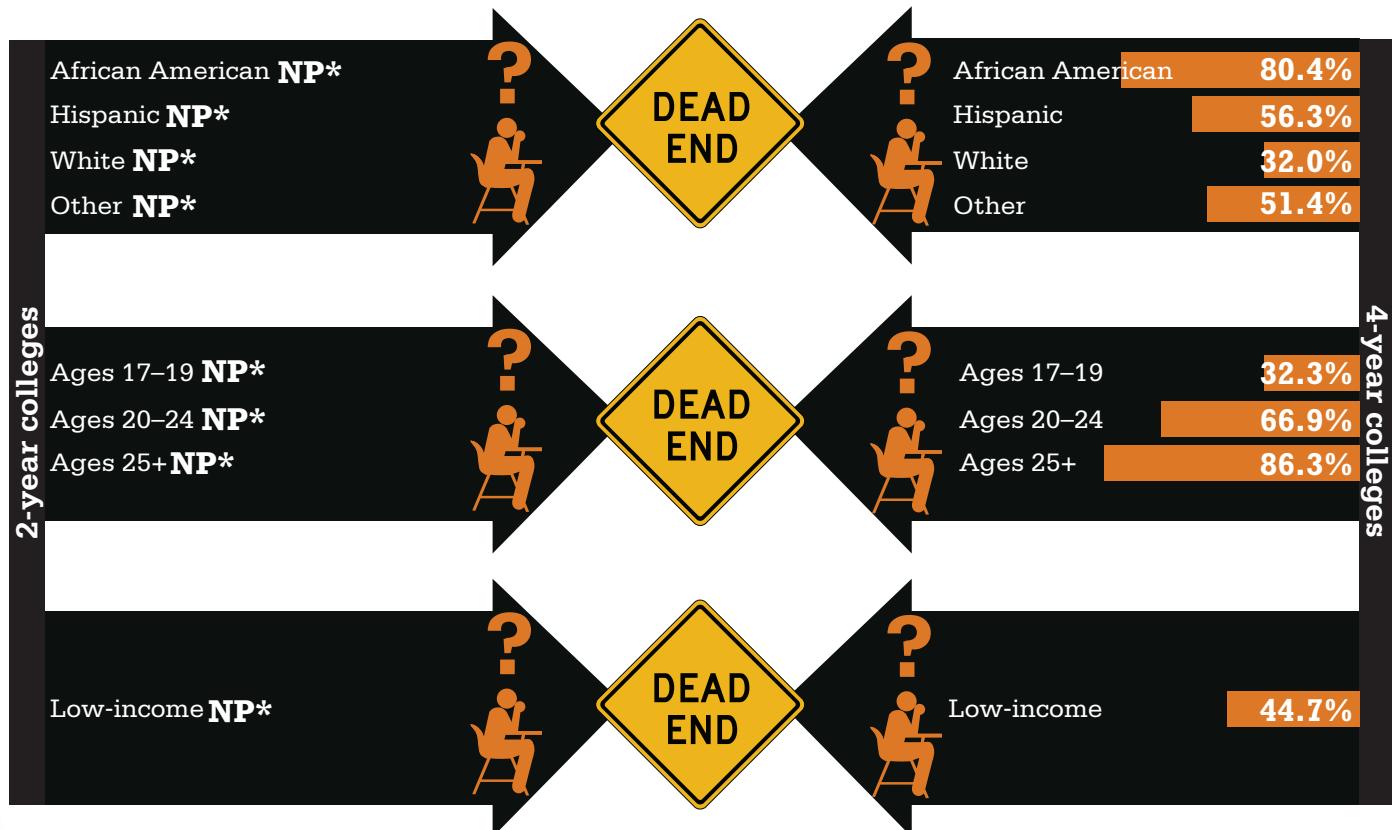
**NP\*** of those entering a 2-year college enrolled in remediation

**34.8%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



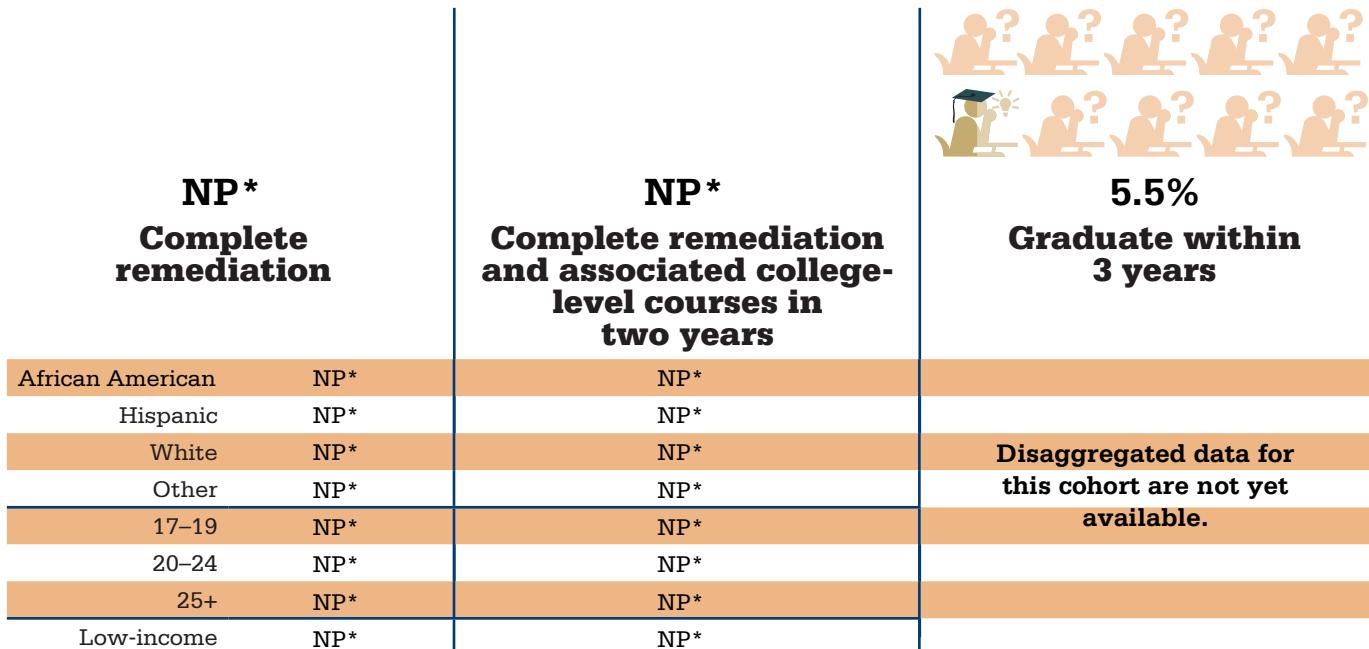
## DO THIS!

Strengthen high school so that students are actually prepared for college.

**KNOW THIS** Very few make it to graduation day.

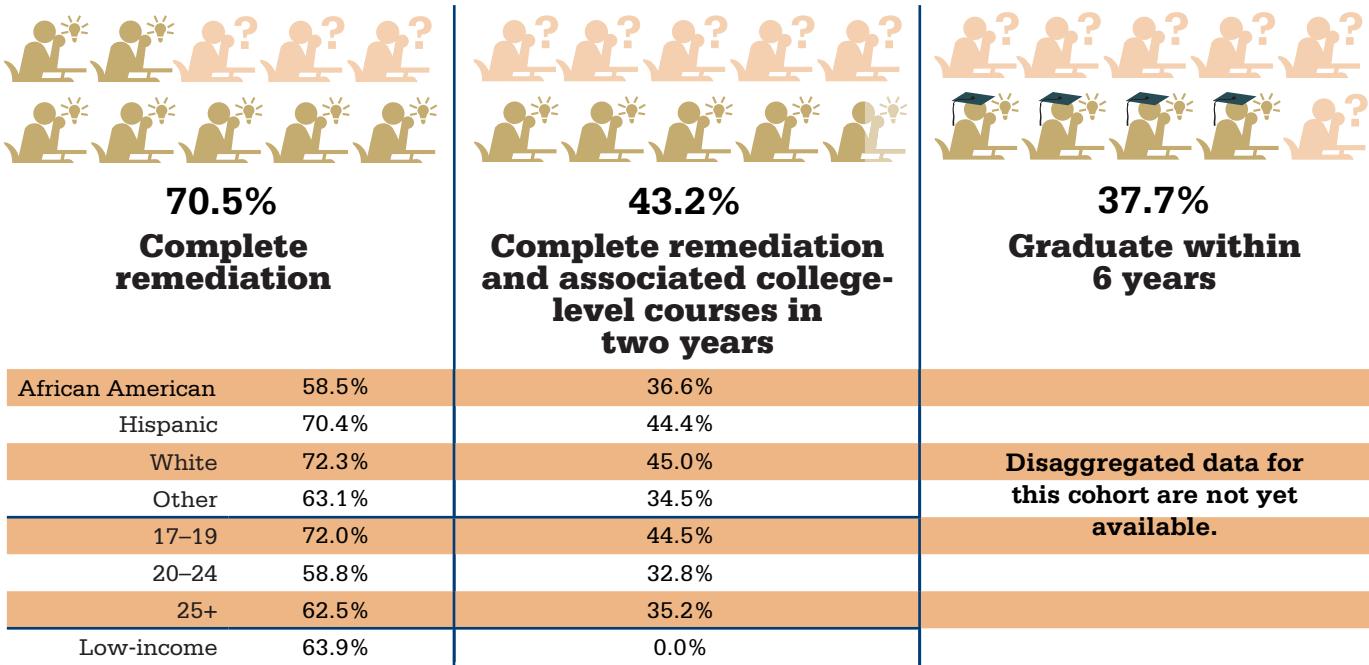
**2-Year Colleges**

**NP\*** of freshmen enrolled in remediation. **Of those ...**



**4-Year Colleges**

**34.8%** of freshmen enrolled in remediation. **Of those ...**



**DO  
THIS!**

Put students into credit-bearing gateway courses with built-in supports.

*NP\* = The state did not provide data for this metric.*

## KNOW THIS

## Too many entering freshmen need remediation.

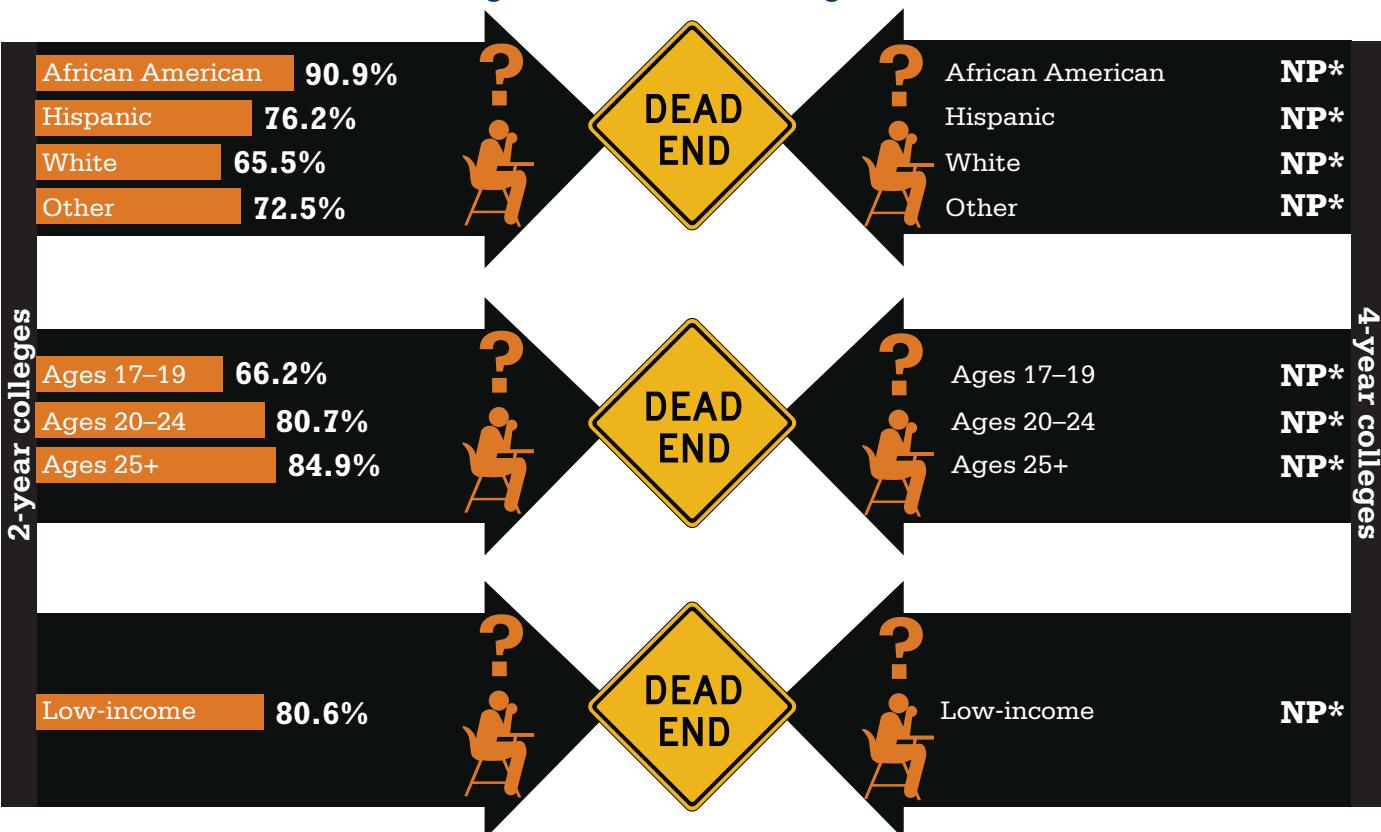
**71.2%** of those entering a 2-year college enrolled in remediation

**NP\*** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

**2-Year Colleges**

**71.2%** of freshmen enrolled in remediation. **Of those ...**

**46.5%****Complete remediation****21.0%****Complete remediation and associated college-level courses in two years****12.6%****Graduate within 3 years**

African American	32.0%	8.9%	<b>Disaggregated data for this cohort are not yet available.</b>
Hispanic	49.3%	24.6%	
White	50.4%	24.9%	
Other	50.5%	26.2%	
17–19	48.1%	22.2%	
20–24	37.0%	15.1%	
25+	46.0%	22.2%	
Low-income	41.9%	18.3%	

**4-Year Colleges**

**NP\*** of freshmen enrolled in remediation. **Of those ...**

**NP\***  
**Complete remediation****NP\***  
**Complete remediation and associated college-level courses in two years****44.4%****Graduate within 6 years**

African American	NP*	NP*	<b>Disaggregated data for this cohort are not yet available.</b>
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17–19	NP*	NP*	
20–24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

**DO THIS!**

**Put students into credit-bearing gateway courses with built-in supports.**

*NP\* = The state did not provide data for this metric.*

## KNOW THIS

## Too many entering freshmen need remediation.

**51.0%** of those entering a 2-year college enrolled in remediation

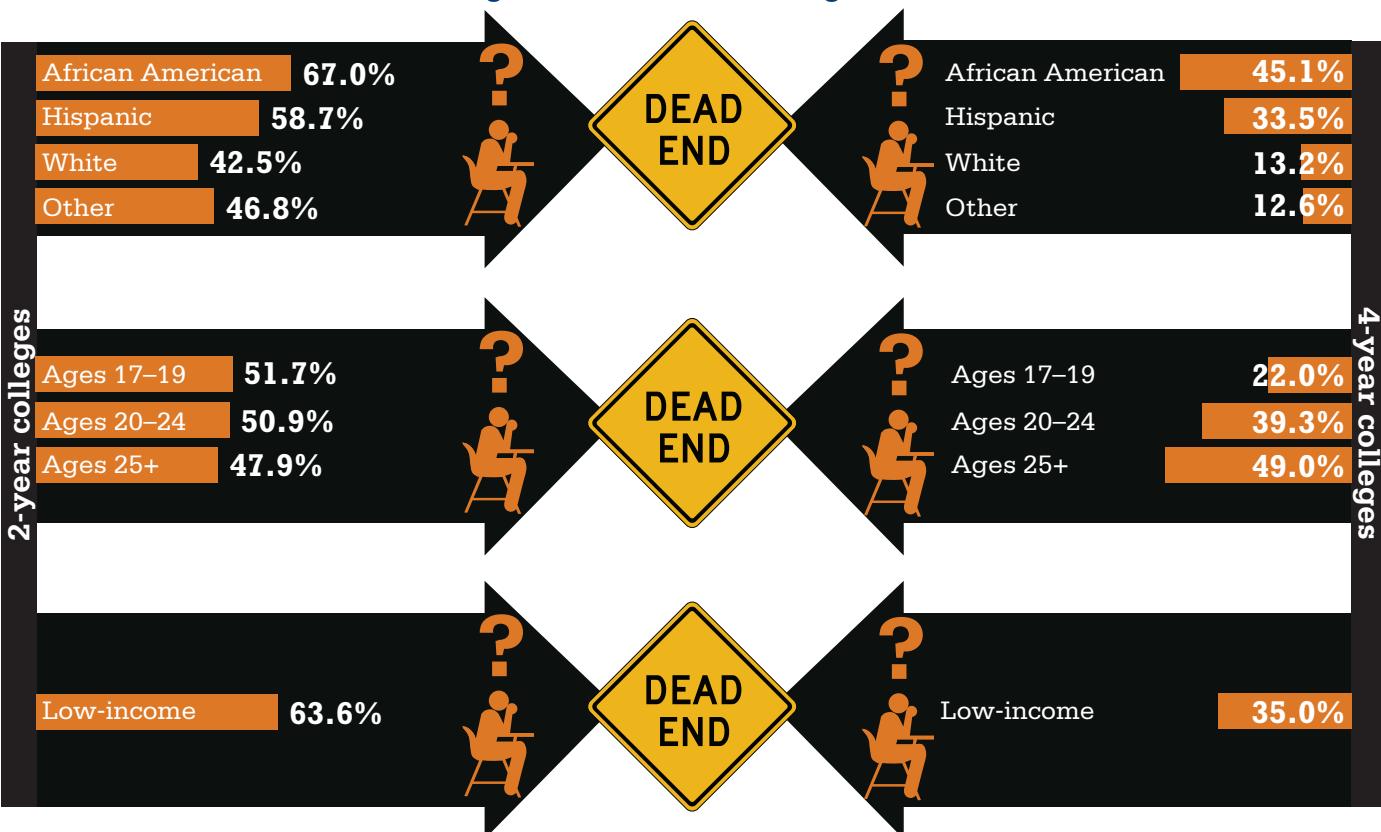


**22.5%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**51.0%** of freshmen enrolled in remediation. **Of those ...**



30.0%

**Complete remediation**

14.3%

**Complete remediation and associated college-level courses in two years**

5.8%

**Graduate within 3 years**

African American	23.7%	9.1%	Disaggregated data for this cohort are not yet available.
Hispanic	28.4%	14.2%	
White	32.1%	14.6%	
Other	41.0%	24.6%	
17–19	31.5%	15.2%	
20–24	24.1%	11.0%	
25+	28.9%	13.1%	
Low-income	28.2%	12.9%	

## 4-Year Colleges

**22.5%** of freshmen enrolled in remediation. **Of those ...**



49.2%

**Complete remediation**

32.1%

**Complete remediation and associated college-level courses in two years**

29.6%

**Graduate within 6 years**

African American	46.5%	28.8%	Disaggregated data for this cohort are not yet available.
Hispanic	45.2%	29.9%	
White	55.1%	35.5%	
Other	56.8%	44.2%	
17–19	50.0%	32.8%	
20–24	34.5%	19.1%	
25+	33.0%	19.6%	
Low-income	45.9%	29.4%	

## DO THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

## KNOW THIS

## Too many entering freshmen need remediation.

**22.8%** of those entering a 2-year college enrolled in remediation

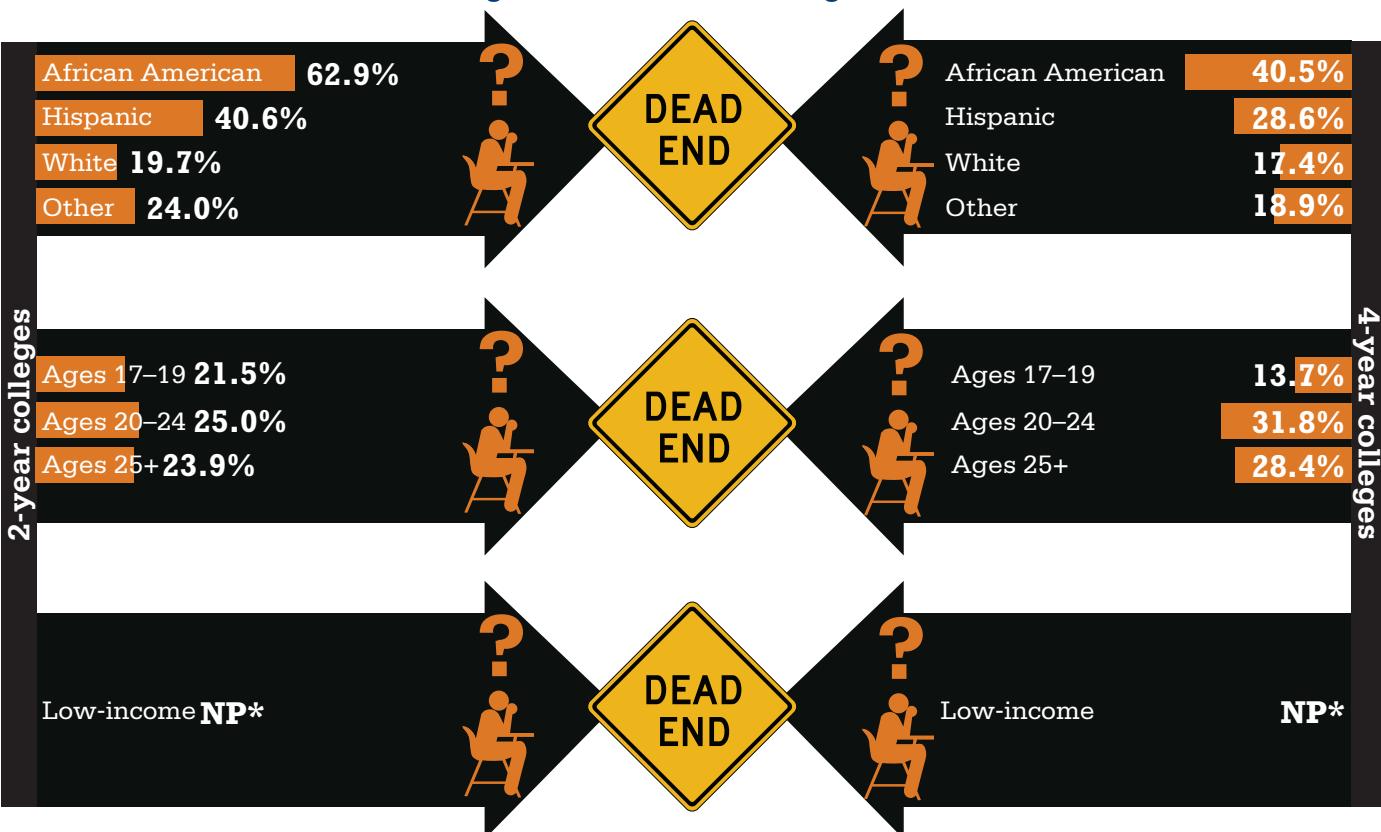


**18.4%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation

DO  
THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

## Very few make it to graduation day.

## 2-Year Colleges

**22.8%** of freshmen enrolled in remediation. Of those ...



**75.2%**  
Complete  
remediation



**31.3%**  
Complete remediation  
and associated college-  
level courses in  
two years

NP\*

**Graduate within  
3 years**

African American	64.3%	17.9%	Disaggregated data for this cohort are not yet available.
Hispanic	68.0%	23.9%	
White	78.4%	33.7%	
Other	72.6%	32.1%	
17–19	75.1%	32.1%	
20–24	73.0%	29.8%	
25+	80.3%	31.1%	
Low-income	NP*	NP*	

## 4-Year Colleges

**18.4%** of freshmen enrolled in remediation. Of those ...



**81.7%**  
Complete  
remediation



**32.8%**  
Complete remediation  
and associated college-  
level courses in  
two years



**23.4%**  
Graduate within  
6 years

African American	61.7%	15.0%	Disaggregated data for this cohort are not yet available.
Hispanic	86.7%	32.0%	
White	81.4%	34.5%	
Other	83.6%	27.6%	
17–19	78.3%	31.7%	
20–24	85.9%	32.4%	
25+	85.0%	38.8%	
Low-income	NP*	NP*	

DO  
THIS!

Put students into credit-bearing gateway courses with built-in supports.

NP\* = The state did not provide data for this metric.

# VIRGINIA

## KNOW THIS

Too many entering freshmen need remediation.

**42.6%** of those entering a 2-year college enrolled in remediation

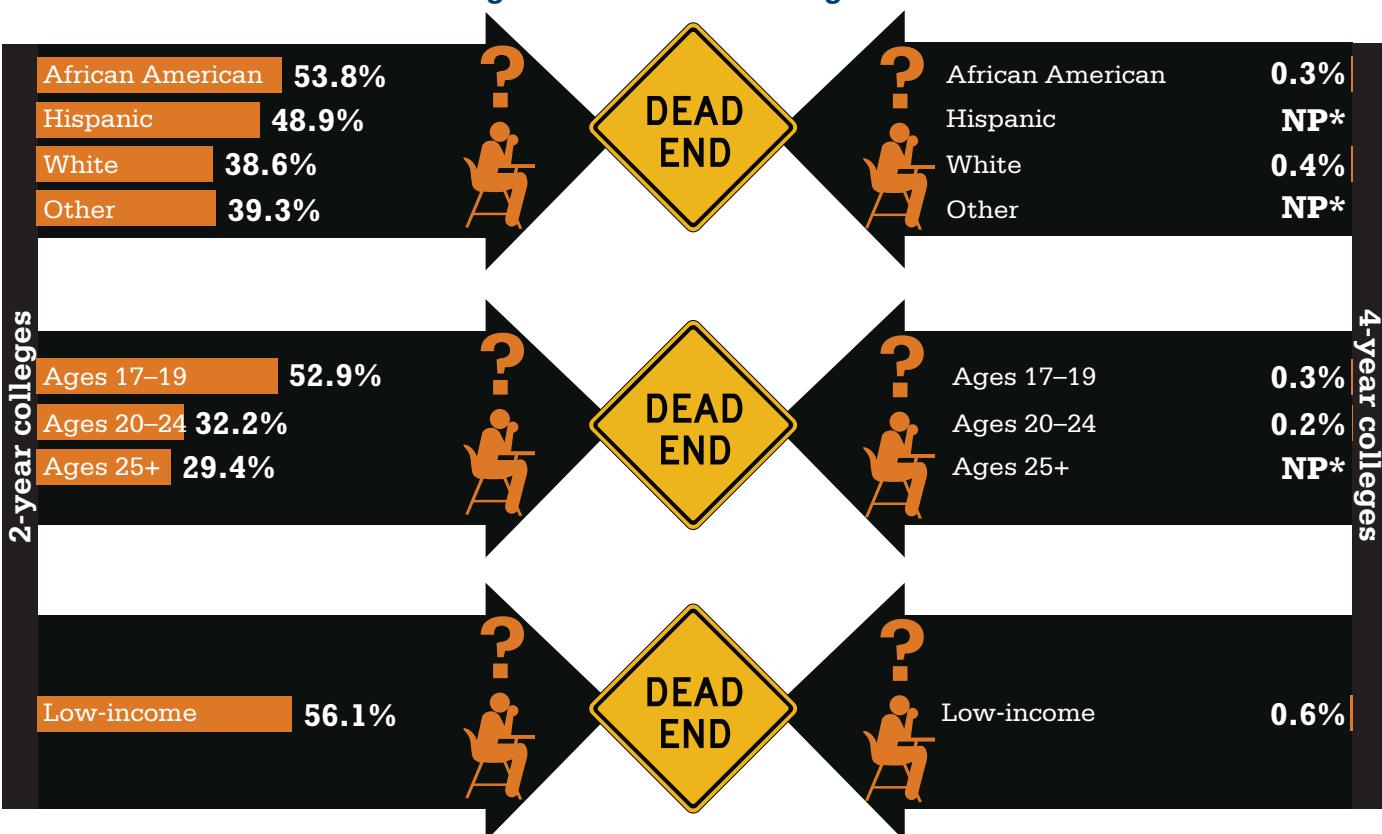


**0.3%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**42.6%** of freshmen enrolled in remediation. **Of those ...**



**75.6%**  
**Complete  
remediation**



**22.3%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**12.0%**  
**Graduate within  
3 years**

African American	75.4%	15.5%	Disaggregated data for this cohort are not yet available.
Hispanic	75.2%	27.6%	
White	75.3%	23.2%	
Other	80.9%	36.9%	
17–19	74.5%	22.2%	
20–24	72.6%	19.5%	
25+	82.7%	24.9%	
Low-income	75.7%	18.8%	

## 4-Year Colleges

**0.3%** of freshmen enrolled in remediation. **Of those ...**



**80.0%**  
**Complete  
remediation**



**38.3%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**40.0%**  
**Graduate within  
6 years**

African American	83.3%	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	79.5%	36.4%	
Other	NP*	NP*	
17–19	79.0%	36.0%	
20–24	92.3%	NP*	
25+	NP*	NP*	
Low-income	76.9%	33.3%	

DO  
THIS!

**Put students into credit-bearing gateway courses with built-in supports.**

NP\* = The state did not provide data for this metric.

# WASHINGTON

## KNOW THIS

Too many entering freshmen need remediation.

**45.9%** of those entering a 2-year college enrolled in remediation

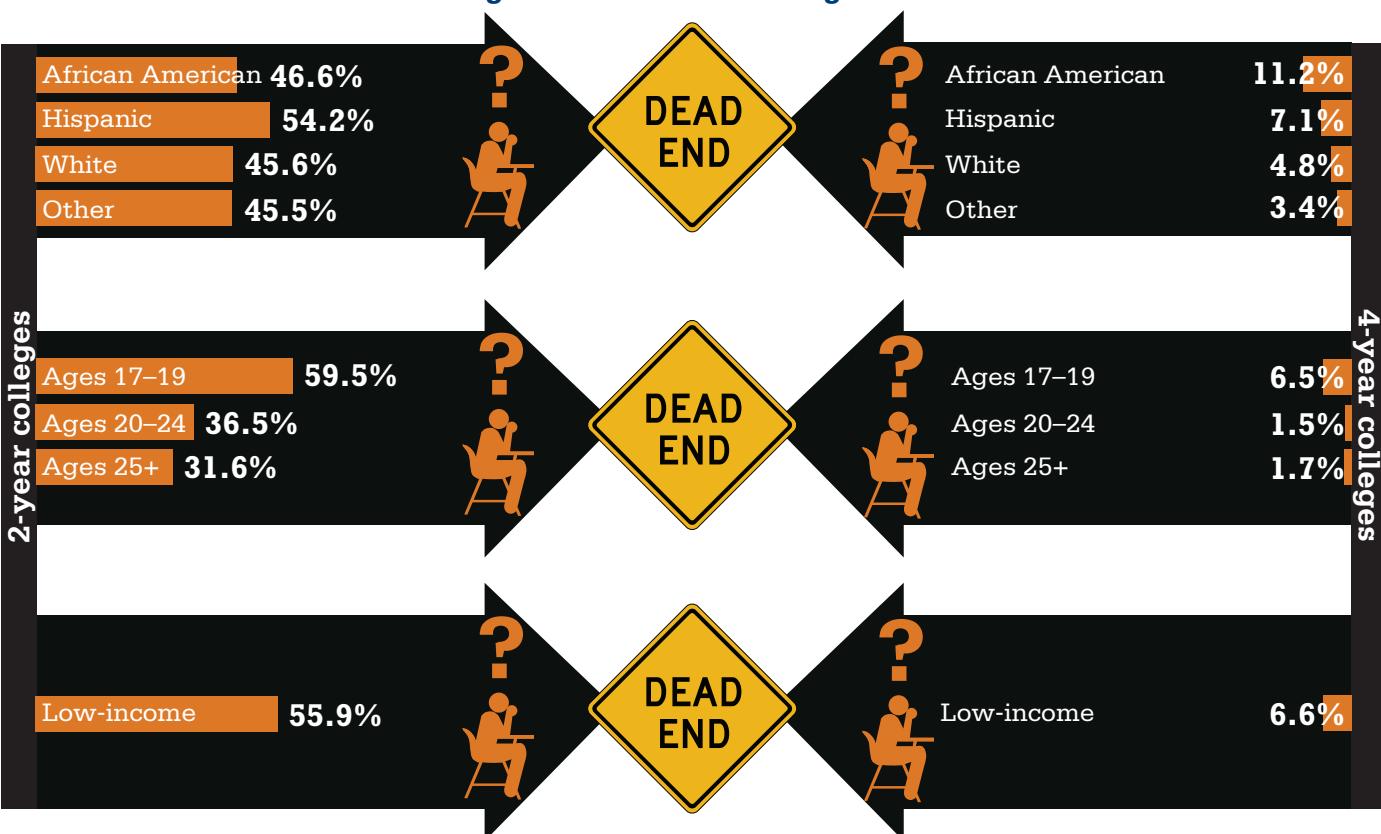


**4.7%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

**KNOW THIS** Very few make it to graduation day.
**2-Year Colleges**

**45.9%** of freshmen enrolled in remediation. **Of those ...**



**53.4%**  
**Complete  
remediation**



**9.5%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**22.7%**  
**Graduate within  
3 years**

African American	40.6%	6.7%	
Hispanic	51.3%	12.4%	
White	54.8%	8.9%	
Other	52.2%	9.1%	
17–19	51.4%	9.5%	
20–24	54.4%	8.0%	
25+	58.5%	10.4%	
Low-income	50.1%	9.5%	

**Disaggregated data for  
this cohort are not yet  
available.**

**4-Year Colleges**

**4.7%** of freshmen enrolled in remediation. **Of those ...**

<b>NP*</b> <b>Complete remediation</b>		<b>NP*</b> <b>Complete remediation and associated college- level courses in two years</b>		<b>NP*</b> <b>Graduate within 6 years</b>
African American	NP*	NP*		
Hispanic	NP*	NP*		
White	NP*	NP*		
Other	NP*	NP*		
17–19	NP*	NP*		
20–24	NP*	NP*		
25+	NP*	NP*		
Low-income	NP*	NP*		

**Disaggregated data for  
this cohort are not yet  
available.**

**DO  
THIS!**

Put students into credit-bearing gateway courses with built-in supports.

NP\* = The state did not provide data for this metric.

## KNOW THIS

## Too many entering freshmen need remediation.

**69.3%** of those entering a 2-year college enrolled in remediation

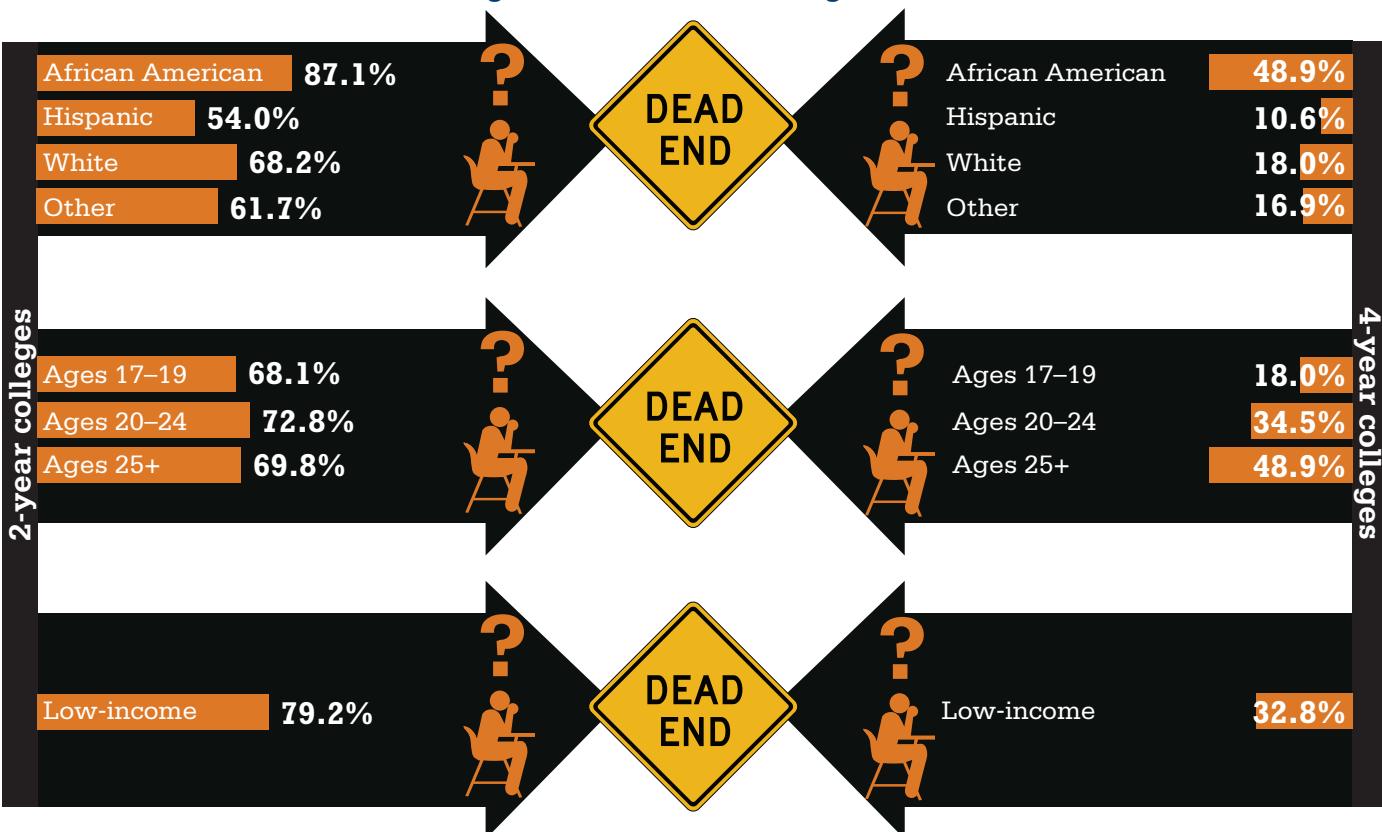


**19.6%** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

**KNOW THIS** Very few make it to graduation day.
**2-Year Colleges**

**69.3%** of freshmen enrolled in remediation. **Of those ...**



**63.7%**  
**Complete  
remediation**



**19.2%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**8.4%**  
**Graduate within  
3 years**

African American	48.8%	12.0%	Disaggregated data for this cohort are not yet available.
Hispanic	55.9%	23.5%	
White	65.7%	20.1%	
Other	55.4%	14.9%	
17–19	65.9%	21.2%	
20–24	55.4%	14.4%	
25+	64.6%	18.1%	
Low-income	62.0%	17.3%	

**4-Year Colleges**

**19.6%** of freshmen enrolled in remediation. **Of those ...**



**69.9%**  
**Complete  
remediation**



**30.5%**  
**Complete remediation  
and associated college-  
level courses in  
two years**



**31.8%**  
**Graduate within  
6 years**

African American	64.0%	27.7%	Disaggregated data for this cohort are not yet available.
Hispanic	73.3%	26.7%	
White	70.8%	31.0%	
Other	72.1%	32.8%	
17–19	71.8%	31.9%	
20–24	58.0%	23.2%	
25+	62.5%	23.2%	
Low-income	65.5%	26.3%	

**DO  
THIS!**

Put students into credit-bearing gateway courses with built-in supports.

# WYOMING

## KNOW THIS

Too many entering freshmen need remediation.

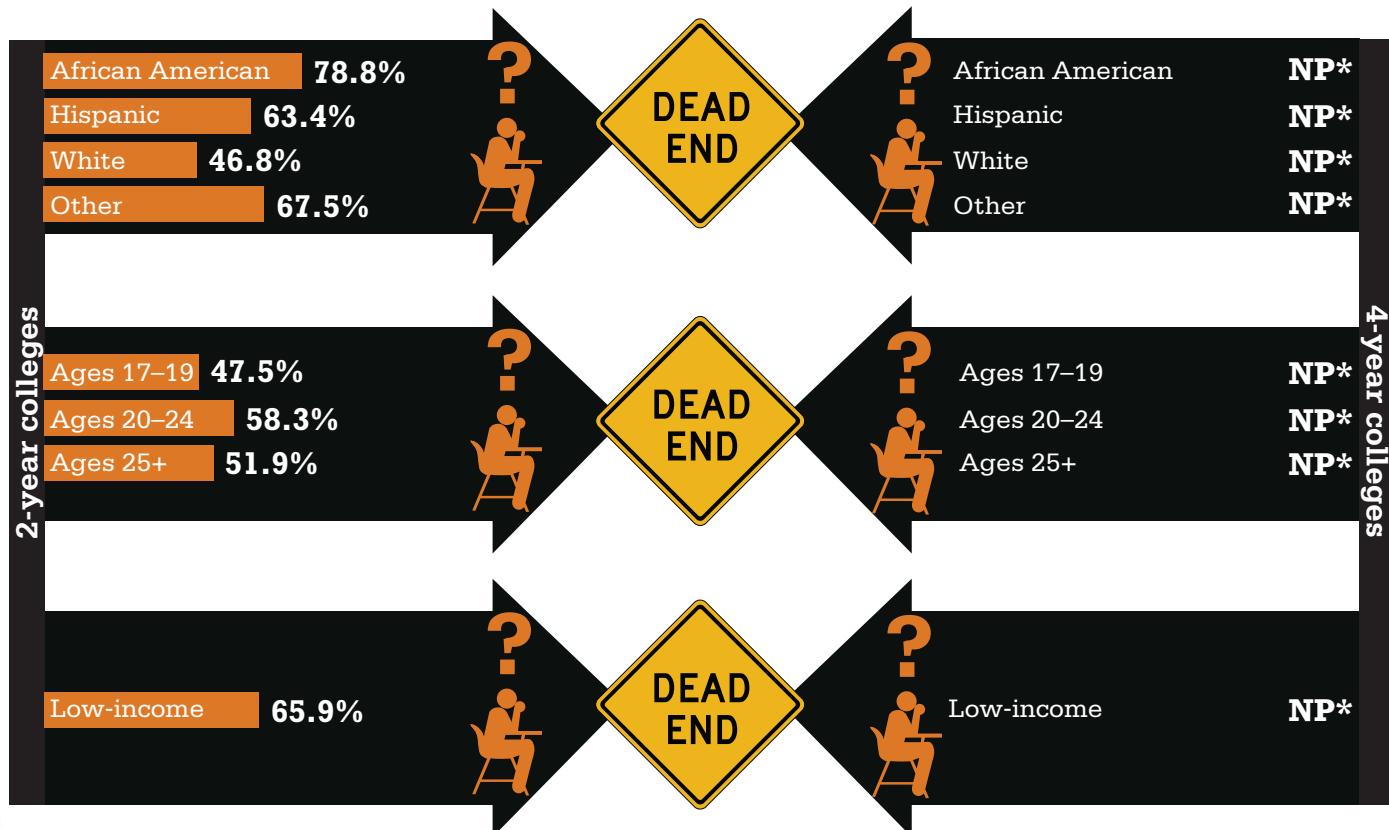
**49.3%** of those entering a 2-year college enrolled in remediation

**NP\*** of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



## DO THIS!

Strengthen high school so that students are actually prepared for college.

## KNOW THIS

**Very few make it to graduation day.**

## 2-Year Colleges

**49.3%** of freshmen enrolled in remediation. **Of those ...**



**46.1%**

**Complete  
remediation**



**31.0%**

**Complete remediation  
and associated college-  
level courses in  
two years**



**21.7%**

**Graduate within  
3 years**

African American	39.0%	14.6%	
Hispanic	38.8%	17.6%	
White	46.2%	31.2%	
Other	53.7%	46.3%	
17–19	45.2%	33.2%	
20–24	44.1%	25.7%	
25+	56.1%	23.6%	
Low-income	43.0%	26.2%	

**Disaggregated data for  
this cohort are not yet  
available.**

## 4-Year Colleges

**NP\*** of freshmen enrolled in remediation. **Of those ...**

**NP\***  
**Complete  
remediation**

**NP\***  
**Complete remediation  
and associated college-  
level courses in  
two years**

**DS\*\***  
**Graduate within  
6 years**

African American	NP*	NP*	
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17–19	NP*	NP*	
20–24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

**Disaggregated data for  
this cohort are not yet  
available.**

DO  
THIS!

**Put students into credit-bearing gateway  
courses with built-in supports.**



## **ACKNOWLEDGMENTS**

This is an unprecedented report, which would not have been possible without the support and hands-on expertise and assistance of many people and institutions.

**THE 33 STATES:** their governors, higher education leaders, and higher education institutions. They showed real courage in providing these data, the good and the bad.

**OUR PHILANTHROPIC PARTNERS:** Bill & Melinda Gates Foundation, Carnegie Corporation of New York, and Lumina Foundation for Education.

**OUR STAFF:** Stan Jones (President), Cheryl Orr Dixon (Senior Vice President), Tom Sugar (Senior Vice President and Project Lead), Mike Baumgartner (Vice President, Finance and Special Projects), Dominique Raymond (Director, Alliance State Relations), Wes Moore (Research Analyst), Renee Davidson (Executive Assistant), and Katie Denham (Associate Meeting Planner).

**AND OUR PRODUCTION PARTNERS:** KSA-Plus Communications, which provided editorial assistance and graphic design.

## **ABOUT COMPLETE COLLEGE AMERICA**

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**It's really about the states ... we're just here to help.**

Established in 2009, Complete College America is a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

The need for this work is compelling. Between 1970 and 2009, undergraduate enrollment in the United States more than doubled, while the completion rate has been virtually unchanged. We've made progress in giving students from all backgrounds access to college — but we haven't finished the all-important job of helping them achieve a degree. Counting the success of all students is an essential first step. And then we must move with urgency to reinvent American higher education to meet the needs of the new majority of students on our campuses, delicately balancing the jobs they need with the education they desire.

Complete College America believes there is great reason for optimism ... and a clear path forward. With a little more support — and a lot of common sense — we can ensure that many more young people get the high-quality college education that will help them live productive and fulfilling lives. All Americans will share in the benefits of their success.

**COMPLETE COLLEGE AMERICA**

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